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AUTHOR Henderson, David
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ABSTRACT

This report is a study of school integration in Missouri 20 years after the United States Supreme Court decision in Brown v. Board of Education of Topeka, Kansas. During the course of the study a number of school districts were visited. In most cases, the superintendent of schools or a high ranking administrator was interviewed. The method of interview was informal. The school district representative was given an opportunity to talk about his district's problems, programs and progress in the school desegregation area. Specific questions were then asked during the course of the conversation covering such topics as minority teacher recruitment and placement practices, extracurricular activities, black and white student relations, communication with black parents and the quality of education for black students. Part One of this report traces the course of Supreme Court rulings on school desegregation from 1954 to 1974. Tactics used by school districts to avoid integration are examined. Statistical evidence of the extent of integration in Missouri is examined in Part Two. Part Three is a discussion of the results of integration in four areas of the state: Southeast Missour, St. Louis, Kansas City, and Central Missouri. Conclusions of the research are listed in Part Four. The research was funded by the State of Missouri. (Author/JM)

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# INTEGRATION IN MISSOURI PUBLIC SCHOOLS

## FACULTY AND STUDENTS TWENTY YEARS AFTER BROWN

By David Henderson

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Department of Consumer Affairs, Regulation and Licensing
OCTOBER 1974

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Statutes bar a variety of state-imposed restrictions on the activities [illegible] for the self-governments context. An 1847 law stated "no person shall keep or teach any school for the instruction of negroes or mulattoes, or reading or writing, in this State . . . If any persons shall violate the provisions of this act he shall be punished by fine not exceeding fifty, or by imprisonment not exceeding six months, or by both such fine and imprisonment."[1]

Segregated schools were first mentioned in an 1865 law which stated that school districts were "required to establish within their respective jurisdictions one or more separate schools for colored children when the whole number of [illegible] exceeds twenty."[2] The 1870 state constitution contained the clause: "Separate free schools shall be established for the education of children of African descent."[3] Although it has been declared unconstitutional by an opinion of the Attorney General,[4] the present state constitution still reads "Separate schools shall be provided for white and colored children . . . ."[5]

The following report is a study of school integration in Mississippi twenty years after the United States Supreme Court decision in Brown v.

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[1] Laws of Mississippi (1846-47), p. 319.

[2] Laws of Mississippi (1865), p. 177, Sec. 20.

[3] Mississippi Constitution, 1870, Art. XII, Sec. 3.

[4] Opinion Attorney General to (1954).

[5] Mississippi Constitution, 1945, Art. 14, Sec. 207.

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allocation of students within a district, it applies with equal force to segregation of faculty and staff. Brown offered no guide as to the relative importance of faculty integration in the desegregation process, and for the first ten years after Brown, the lower courts avoided the question. Today, however, the question of staff and faculty is on equal footing with the student body.[14] The Supreme Court has affirmed a district court order that the ratio of black to white faculty members be substantially the same in all schools as it is in the system as a whole, and that this was to be done in compliance with a schedule set up by the court. In affirming, the Supreme Court said this plan was realistic and promised to work now.[15]

Sixteen years after the decision in Brown I the Supreme Court through Chief Justice Burger attempted to aid the implementation of Brown by amplified guidelines for school authorities and lower courts in Swann v. Charlotte Mecklenburg Board of Education (hereinafter referred to as Swann). This was without doubt the most significant school desegregation case since Brown I. The objective remained to remove all vestiges of state imposed segregation. It was re-emphasized that once a violation has been shown, the equitable powers of the district courts are both broad and flexible to remedy past wrongs. The courts are to balance the interests of individuals and groups against the condition that violates the Constitution. The courts may enter only when school authorities fail to take proper action and even then they do not necessarily have as broad a power as the school authorities. School authorities could take corrective

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[14] 39 George Wash. L. Rev. 341 (D. 1970).

[15] United States v. Montgomery County Board of Education, 395 U.S. 225 (1969).

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steps in the name of educational policy that would be beyond the scope of a district court's power. The nature of the violation determines the scope of the remedy.[16]

In defining the responsibilities of school authorities the Court noted that policy and practice with regard to faculty, staff, transportation, extracurricular activites, and physical facilities are among the most important indicia of a segregated system, and any individious racial distinctions in these areas must be eliminated immediately. Corrective measures may well be affected by normal administrative procedures and that alone may be sufficient to provide and maintain schools of similar quality, facilities and staff.[17]

The Court reaffirmed its holding in U.S. v. Montgomery County Board of Education that the Constitution does not prohibit district courts from using their power to order a particular degree of desegregation. It may be required that the ratio of black to white teachers in all schools approximate the ratio of the district as a whole. It was also made clear that district courts were to make sure that future school construction and abandonment were not to be used to perpetuate a dual school system. This area is of particular importance because school location can affect future residential patterns as well as the racial composition of the schools. District courts may retain jurisdiction to examine these moves over a period of time.[18]

The Swann Court then addressed itself to four problems in the area of student assignment. First, to what extent may racial balance or racial

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[16] Swann v. Charlotte Mecklenburg Board of Education, 402 U.S. 1, 16 (1970).

[17] Swann at 19

[18] Swann at 21

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quotas be used as an implement to correct a previously segregated school system? In the case before the Court the district was 71% white and 29% black. The District Court had ordered that efforts should be made to reach a 71-29 ratio in the various schools so that there would be no basis for contending that any one school was racially different from the others. The District Judge did acknowledge that variations would be unavoidable. The Supreme Court indicated that the constitutional command to desegregate schools does not mean that every school in a district must reflect the racial balance of the district as a whole. Although, mathematical ratios are not an end in and of themselves, and cannot be an inflexible requirement, they can be used as the starting point in the process of shaping a remedy. For this limited purpose the use of ratios was held to be within the remedial discretion of the District Court.[19]

This portion of the opinion has been criticized. Some say it is too restrictive of the use of quotas and ratios. They maintain racial balance is essential to equal education. While data may or may not back this belief the Court has never said that all children are entitled to an equal education, only that the state cannot discriminate and segregate on the basis of race. Another position is that a ratio system is a throw back to pre-Brown days. Proponents of this view maintain children should not be assigned to a school on the basis of their race regardless of whether the purpose thereof is to segregate or desegregate the school.

The second problem on student assignment discussed by the Court was 'Must every all black and all white school be eliminated as an indispensible

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[19] Swann at 25.

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[illegible] pairs or both or race and socio-economic group must be considered if this is to be an effective remedy.

[illegible] [illegible] assignment of students must be illustrated by an example. Assume two schools, X and Y, X being 25% Black and Y being 75% Black and that both have grades 1 - 6. By pairing these schools, so that X takes all children in grades 1 - 3 and Y takes grades 4 - 6, there would be approximately 50% black children in each school in lieu of one predominantly black school and one predominantly white school. Imagine if the same principle was taken more than two schools. Parents and students have lived with a great deal of distance, and can most easily employed where schools are in close proximity. They have, however, been used to schools with non-contiguous attendance zones. This may create transportation problems, and equity must be done in connection with busing. The pairing of whole school districts may be a possibility where drawing of district lines was done with an attempt to segregate on a racial basis, or where the more recent segregations were done at the state level.

As an interim step restructuring of attendance zones is not beyond the broad remedial powers of the district court. Absent a constitutional violation there is no basis for ordering the assignment of students on a racial basis.

> "The manner in which reorganization deliberations may be administratively carried, implemented and even arranged in some situations and may require burdens on some, but all governmental and legislative powers be enrolled in the interim period when essential adjustments are being made to eliminate the dual school systems."[2]

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[2] Swann at 16.

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There are limits as to how far a court can go in this area, but a racially neutral assignment plan will not in all instances be sufficient to preclude a court ordering the use of busing or pairing.

Further, with [illegible] the limits, if any, on the use of transportation facilities to correct state-imposed racial school segregation? The Court pointed out that busing was not an absolute a remedy as some would suggest, noting that 39% of all American children ride a school bus as a normal and accepted part of their school day. Busing is an accepted tool of education policy and may be used as a tool of desegregation. It is not, however, an end in and of itself, and its use must be kept in perspective. The Court set no specific limits on busing but did say that the limits on time of travel allowable will vary with the age of the student.[2] The Court's treatment of the busing issue was at most a qualified approval. It will probably be most readily approved for use in school districts like that in Swann, which have used busing to perpetuate a dual school system.

Busing's chief advantage is that it can produce immediate results. It also can, if distributed evenly between black and white communities, dramatically focus the attention of white parents on the relatively low quality of some schools located in the black community. As a short term remedy it can be instrumental, but is the long and the tremendous expense and hardship to the children must be given careful consideration. Naturally, it is more feasible in some districts than in others. It is a remedy which involves high emotions and can polarize a community.

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[2] Swann at 31.

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The decision was 5-4 and the dissent was quite vehement in its position. Justice White filed a dissenting opinion in which Justices Douglas, Brennan and Marshall joined. The dissent believes the majority opinion enables a state to insulate itself from its duty to provide effective desegregation remedies by vesting its power over public schools in local school districts. According to the dissent, an all-metro plan not only provides a better racial mixture while discouraging white flight from the city, but it is also more economical in terms of time and money. There would be much less bussing required with a far more desirable end product in terms of racial mixture. An all-Detroit plan would require the purchase of an additional 900 buses while an all-metro plan would require the purchase of only 350 new buses with a shorter average trip per pupil. Justice White does not believe a court's power to seek an effective remedy to eliminate one race schools must stop at district lines.

This decision limits a remedy that could have been very useful in most large cities in the North and Midwest. It may, however, still be available given the right set of facts. To do so all districts involved should be joined at the first opportunity to avoid any problem of due process. There is, however, no way for proponents of school integration to view the decision as anything less than a setback. The only bright spot is that it was a 5-4 decision and could be reversed with a change of personnel on the Court. Of course this is a thin thread to hang on because it depends on who is appointed and who leaves. Actually, the vote on this case is the culmination of a trend away from the unanimity of the early school desegregation decisions. As the problems get more complex the Court appears to get more conservative.

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PART TWO

STATISTICAL DATA FOR MISSOURI

This study was originally intended to be comparative in nature, i.e., to examine the racial composition of student bodies and faculties in Missouri public schools as they exist now as compared to prior years. It was hoped this would give some insight into the amount and rate of progress which has been made in various areas of the state. Ideally these comparisons would have been made at five year intervals beginning with 1955, the year after the Brown decision. Unfortunately, the data which was needed does not exist for the early years after Brown. Therefore, the emphasis of the study was necessarily shifted to conditions as they exist now, which is of course the period in which we are most interested.

There is still some occasion for comparison with the data which was eventually used. It was collected from the Directory of Public Schools in Large Districts with enrollment and staff by race for the fall of 1967; and from the Directory of Public Elementary and Secondary Schools in Selected Districts with enrollment and staff by racial/ethnic group for the fall of 1972. The data in each volume was collected and published by the United State Department of Health, Education and Welfare. Although the data in each book is presented in a similar fashion there are discrepancies in which schools are covered. This is due to differences in sampling techniques for the two books. Neither directory covers all schools in the state, but fortunately both cover most of the schools which are of primary interest in this study. The 1972 Directory is by far the most comprehensive of the two.

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In Appendix A to this report there is a table of all school districts found in both the 1967 and 1972 directories. This table shows for each school in the district the number of white, black and other students; the percentage of minority students; the number of white, black and other faculty members, and the percentage of minority faculty members. It should be kept in mind that by the time this report is completed the 1972 statistics will be two years old, and in some cases will have changed considerably in that amount of time. It should also be considered that raw data, although helpful, does not tell the whole story, and often makes more sense when plotted on a map or graph.

To get a better grasp of the data, maps were requested from some thirty-six districts throughout the state. It was requested that the district be broken up by attendance zones and that the location of schools be designated on the maps. Twenty-nine of the districts complied with the request. The districts were chosen on the basis of a large total student population or a high percentage of black students. No maps were requested from districts not having more than one school on any level.

Data was obtained from the Bureau of the Census, United States Department of Commerce, on the racial break down of Missouri counties for the years 1950, 1960 and 1970. The data is presented in Appendix C to this report and reveals that overall Missouri's population as of 1970 is 10.3% black. This figure is distorted considerably by the metropolitan areas which have a substantially higher percentage of black population than the rest of the state. Only four counties plus the City of St. Louis, have as high as a 10% black population. The four counties are Jackson, 17.2% (which includes Kansas City), Mississippi 21.0%, New Madrid 19.1% and Pemiscot 27.3%, the latter three being located in the Bootheel.

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St. Louis is 40.4% black while St. Louis County is only 3.9% black. The 4.0% black population is of course not evenly distributed throughout the county. For example, in 1970, Affton District was 100% white and Kinloch was well over 90% black. Other districts fall somewhere in between these two extremes. The point being that a 4.0% black population in St. Louis County is much more significant than that same percentage would be in an outstate county. Sixty-seven of Missouri's one hundred fifteen counties have a population with less than one per cent black, twenty-one counties have a population with between 1 and 3.9% blacks, and twenty seven counties have a population of 4% or more black.

When plotted on a map (See figure one) these statistics show that the primary concentration of black population in the state is in St. Louis, Kansas City and the Bootheel, which is the extreme Southeastern part of Missouri. There is also a substantial, but lesser, black population in counties across the middle of the state, roughly along a line from Kansas City to St. Louis. Because of the sparse black population in other areas of the state this study is concerned primarily with St. Louis, Kansas City, the Bootheel, and to a lesser extent central Missouri.

The school district data will be discussed first in connection with student population. Outside of the two metropolitan areas the state has no all black schools. There are a great many all white schools and this appears to be due to residential patterns. In some instances districts have no black population. A common phenomenon in central Missouri and suburban metropolitan districts is for one elementary school in the district to have a substantially higher percentage of blacks than other schools in that same district. It is also not uncommon to have one or more all white schools in the district. This is a reflection of the neighborhood

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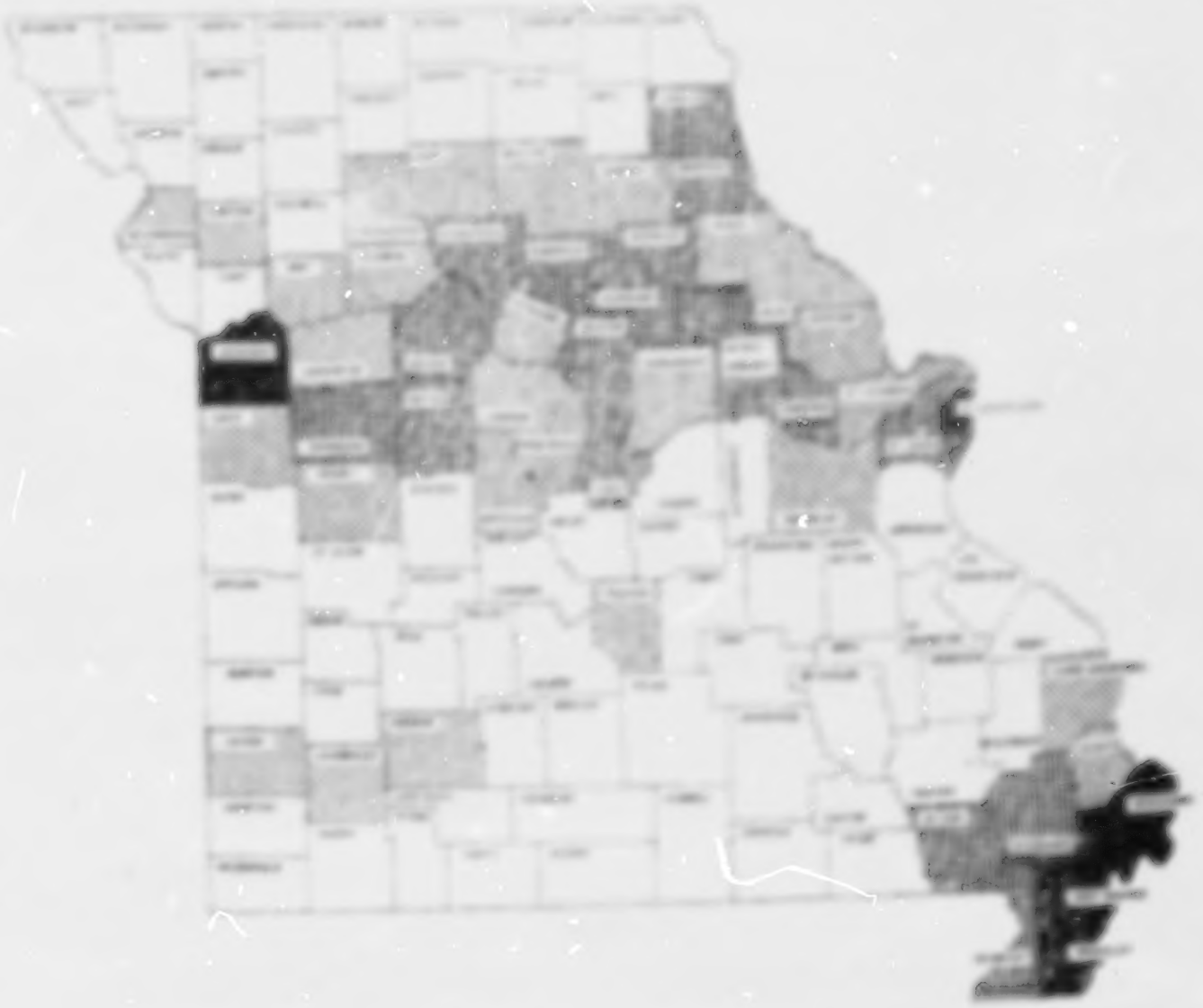

DISTRIBUTION OF NON-WHITE POPULATION
MISSOURI

Based on 1970 Bureau of the Census Statistics

% Non-White Population

10% And Over

7.0-9.9%

4.0-6.9%

1.0-3.9%

0-.9%

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the children are required to take their punishment while bending over and touching their toes. The real objection is to girls being treated in this manner. When a complaint was registered with a principal he allegedly denied the paddling was executed in this manner, but the gym teacher who administered it admitted the method and that it was inappropriate.

The parents feel black students receive suspensions for lesser violations than white students. The parents also complain they have no communication from the school until it is too late. They believe they could help keep the kids in line better if they were informed of problems before such problems reach the suspension stage. In fact, a lack of communication between the school and the black community was a major concern of the parents. There has been no P.T.A. since integration and there are no regularly scheduled parent-teacher conferences.

There is now one black on the Hayti R-II Board of Education. According to the black community there would be one or two more, but they received only 24 hours notice of the last election. It was not determined whether there was official published notice of the election, but it is clear that no special effort was made to inform the black community. Apparently, not even the black member of the board did anything to inform the black community of the election.

The black parents do not feel their children are receiving a better education since integration. They complain that blacks are stuck away in special education and never get out. Black teachers are allegedly extra tough on the black students. The general opinion was that a little understanding for black students would be more beneficial than paddling and suspensions. It was suggested that a black guidance counselor would be a step in the right direction.

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One final action mentioned by the Hayti parents seemed to illustrate the attitude of the whites in that community toward integration. It was alleged that a private graduation banquet was held for white students only the first few years after integration. The secret finally got back to the black community, and it was not known whether the practice has continued since then.

According to the superintendent of Hayti R-II, Samuel M. Wallace, they are now over the hump in the integration process. There have been no racial disturbances in two years.

As far as discipline is concerned, Mr. Wallace says both blacks and whites claim the school's practices are discriminatory. There are more suspensions than before integration. These are usually for five days and issued only after the fourth or fifth offense. It was admitted that neither the paddling nor suspensions have been effective measures.

Mr. Wallace believes that the scholastic performance of blacks improves on a year to year basis. The top two ranking students in the class of 1974 were black. This is attributed to better teachers and materials. The staff at the old all black school was admittedly below par. However, they were all supposedly offered contracts after integration, but over half chose not to come back. The blacks that are now on staff are said to be excellent teachers. There is no specific effort to recruit more black instructors.

The absence of P.T.A. organizations is almost universal in the Bootheel. Interestingly enough these organizations seemed to start disappearing at the same time the schools were desegregated. The explanation of school officials is that the P.T.A.'s died from lack of interest. One superintendent, who is new to the area, was of the opinion that integration was a primary cause of the lack of interest.

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Apparently blacks participate in few extracurricular activities in Bootheel schools with the exception of basketball, and in some instances pep squad. The schools apparently do not encourage participation, but leave it up to the students. Most of the schools do have things set up to insure at least some black cheerleaders at all times.

Most Bootheel schools do have some type of black studies or black history courses in the high school. At Malden R-I this is taught by Mr. Carl Townsend, the high school principal who is white. Mr. Tom Park, Superintendent of Malden Schools states that this is an effective forum to improve communications between the school administration and black students. Mr. Parks feels this same principal has made an extra effort to be fair to black students. Consequently, when he is forced to discipline a black he has had the full support of the black community.

The black parents from New Madrid told much the same story as those from Hayti. They were of the opinion that the school is unduly tough on black male students. The parents believe there is a concerted effort to discourage black boys to the point they will drop out. They claim that whites get the benefit of the doubt in any black-white disturbance. The parents readily admit some of the black students are trouble makers, but believe the school does nothing but further antagonize these youths. They claim most blacks leave the school bitter and with a chip on their shoulder.

The big complaint in New Madrid is special education. It is claimed that there are numerous black students in special education that do not belong there. Black teachers reportedly will admit this privately, but will not speak up in public for fear of losing their job. It is alleged that blacks teach the special education classes regardless of the type training they have had previously. It was further suggested that students and teachers are shuffled so as to reflect a different racial composition when H.E.W. makes its annual head counts. It should be noted that an effort to get an interview with a black teacher from this district was not successful.

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The New Madrid parents are very dissatisfied with the quality of their children's education. The students state they are often ignored in the classroom (i.e., not being called on) and their questions left unanswered. The parents are pleased with the addition of a new vocational training center, and believe it will be good for Negroes as long as it is not forced on them. They are, however, most displeased with the reception they get when visiting the school. Again the complaint of little or no communications with the school was registered. Relations between the races in the school are said to be poor and not improving.

When the New Madrid R-1 schools were visited the superintendent was out of town and the administrator interviewed, Lester King, did not feel competent to speak for the whole district which consists of five units which were formerly separate districts. It should be pointed out that the comments of the black parents in New Madrid were directed primarily at the New Madrid Unit. Mr. King, who is the Director of Transportation, did say that all special education teachers had special state certification and that the district did not hire more blacks primarily because of a shortage of black applicants. He also believes that the quality of education for blacks has been upgraded.

It was almost the universal belief of administrators in the Southeast that blacks have better educational opportunity now as opposed to several years ago. However, most could say that integration per se was the reason. Instead they attribute it to better staff, facilities, and materials give a better educational environment. There is disagreement as to whether white students are any better off now. Remedial education, vocational training and other federally funded programs are thought to be beneficial to both white and black students.

There has been very little recruitment for black teachers in the Southeast except for efforts to comply with federal requirements. The efforts are seldom

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[illegible] attempts at [illegible] participation. Principals [illegible] participate in this. Finding adequate housing for black teachers is stated to be less of a problem each year.

Racial problems in the Riverton schools have been considered "routine" with only those major incidents in the news as worst cases. Relations seem to improve year by year, especially in the elementary grades. They have had a strong P.T.A., and there has been a black P.T.A. president. Black parents participate in parent-teacher conferences.

According to one of the black administrators the school note the need for the community and to their great strides have been made. This same administrator has been elected to the city council and he believes the town is approaching the point where people are in favor of their route, not their color. An integrated city school administrator did not believe integration could be made to work with the Riverton system.

As an example of how far they feel they have come the following illustration was given. A black elementary physical education instructor was hired last year. Most of the white parents did not know that this gentleman was black until the first open house was held. It had not occurred to the children to even mention his color.

D.

St. Louis

In St. Louis meetings were held with representatives of the city district and several suburban districts. In addition, a meeting was held with Mr. Fred C. Jennings and Mr. Orville Brown, two representatives of the St. Louis Area Metropolitan Citizens Council. The Citizens Council is a national organization with local chapters which have a great deal of

[illegible] It pursues to build but the white children. The purpose of this meeting was to hear the views of an independent approach to the concept [illegible] public schools.

It is the council's contention that integrated schools have several problems in the basic areas. First, busy mobile integration has resulted in a lessening of black involvement in educational areas. Also minority persons have received significant treatment in classrooms and both cohesion to serve multiple requirements for blacks in predominant schools.

Second, the Council used interventions as the basis of black cultural pride and control of schools. They maintain integration has eliminated many cultures rather than preserved them. It took rise to a number of specific problems of violence in the schools both internal to the school rooms. One example is the banishing of white students in the classrooms. The Council also cited an alleged study done in Cincinnati discussing which showed that integrated schools were not working. The Federal government who implements enforcement the study is said to have ignored the results. All information the Council analyses but on the integrated study was incomplete, resistant but even it.

Black children seemed to be the Council's basic thesis and this stems it as the primary reason for white flight to suburban areas. They also believe it is responsible for lower quality education. Their reasoning is that teachers are [illegible] by blacks, all this is not more genuine control of the class. In a mostly classroom is devoted to what should be out of class work and purpose in getting a lower quality education. They state the standards for previous and for her, all that schools are afraid to fail blacks.

The Council evaluation that it is not reasoning principle to go back to forced segregation, but first by giving forced integration. Their principles

[illegible]

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[illegible] [illegible] taken by the [illegible] [illegible] in [illegible], which are [illegible] [illegible], [illegible] as a [illegible] of [illegible] in [illegible] [illegible] in the

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was very disappointed in the Detroit bussing decision because he felt it would make it much tougher to convince his community of a need for bussing.

The Kirkwood R-VII District is currently in the process of formulating a reorganization plan. Dr. Raymond D. Waire, the new superintendent of schools, believes that the foundation of any plan should be that it is beneficial to have black-white interaction at all levels of the school. This is to the educational benefit of all children, black and white.

Most of these districts have engaged in some minority recruitment in the past with mixed results. Now with a surplus of teachers and a low turnover combined with declining enrollment there is no recruitment and few teachers of any race are being hired as faculties are being reduced by attrition. The success of various districts in hiring blacks seems to vary largely in relation to the reputation the district has among blacks.

C.

KANSAS CITY

In Kansas City the situation is somewhat different than in St. Louis in that Jackson County has virtually no black population in the suburban districts. Consequently, the time spent in this area was concentrated on the Kansas City District No. 33 which comprises one-fourth of the metropolitan area including the central city.

The K. C. district has had a steadily declining white student population since 1958. At the same time, the black student population has increased both in numbers and in percentage of the total student population. According to Mr. Robert W. MacNeven, Assistant Superintendent for the Division of Accountability, Personnel and Research of Kansas City District No. 33, the declining white population is attributable partly to racial

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motives as well as economic and social factors. The availability of other living areas in the metropolitan area makes the decision to move easier for whites. In addition to the out migration of whites in the last twenty years there has been an increased demand by whites for private and parochial schools which now have waiting lists.

Mr. MacNeven pointed out that in viewing the K. C. District it must be remembered that its history of integration is a violent one. Much of what exists today is the direct or indirect result of past violence. There have been racial problems ranging from name calling to riots. The Board has taken some affirmative steps to prevent such violence but it has had only limited success. These actions include putting Mr. MacNeven on loan to the City Department of Human Relations for a year, conducting training programs for teachers and administrators on how to handle integration, meeting with community groups, and employment of security personnel in the schools.

In past years there has been considerable black/white faculty friction, but this may have lessened in recent years. The district has successfully conducted minority recruitment programs for teachers. Reportedly, the only shortage of blacks is found in special education and industrial arts. In counseling, a specialized field in which many districts find it difficult to find blacks, the K.C. district's staff is 39% black.

The Board's policy on faculty placement is to make racial identity a primary consideration. Overall, approximately 40% of their faculty is black. Their policy is to have a 30% to 50% black faculty in all schools regardless of the racial composition of student bodies. In 1973, there were massive faculty transfers to achieve the desired ratios. In 1974, similar actions were taken by the Board to transfer administrators in

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an effort to achieve a better racial distribution among that group. In both instances the move was suggested by H.E.W.

Mr. MacNeven believes that bussing on a massive scale to achieve integration is logistically possible but from an economic standpoint it would bankrupt the school system. The district now does a considerable amount of bussing to relieve overcrowding in the inner city schools. When black children must be bussed because of overcrowding, an effort is made to place them in a predominantly white school. Twelve hundred students are bussed daily to an integrated vocational training school for a half-day program. Mr. MacNeven does not view bussing per se as a drastic remedy, and does not understand the negative attitudes about it, both from the public and the federal government. He believes the only way that Kansas City schools will be integrated is through the adoption of a metropolitan plan involving most or all of Jackson County. This is one way to prevent white flight from the city because it eliminates places that whites can go to avoid integrated schools.

While Mr. MacNeven could not comment on the general quality of education for blacks in the inner city, he did say that $250.00 more per student is spent in the inner city than elsewhere in the district. This is due in part to the fact that these schools in the inner city qualify for more federal assistance programs than other schools in the district.

Blacks in the Kansas City area are generally quite critical of the school system. Mr. Bobby Brooks of the Jackson County Office of Human Relations and Citizens Complaints was most helpful in setting up interviews with black leaders and parents.

Mrs. Mary Hayes of the City Department of Human Relations is a veteran of dealing with the Kansas City Board of Education and is well versed in the problems of the district. It is her view that segregation in

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Kansas City schools is purposeful in that it has been allowed to perpetuate itself by adherance to the neighborhood school concept. She says most blacks have no specific attachments to a neighborhood school. The concept of what constitutes a neighborhood is arbitrary and too easily manipulated.

The concern of blacks is not so much with integration but with improving the education of their children. However, integration is thought to be necessary to give whites a vested interest in schools where blacks have been receiving below par education. This means that any bussing program has to be two ways. If blacks are bussed out whites must be bussed in and not on just a token basis. Every black person interviewed was quite adamant on this point. They will accept bussing only if it applies to whites as well as blacks.

Blacks generally are not anxious to see bussing, and according to Mrs. Hayes this is due to negative experiences with bussing in the past. If bussing had produced the desired results then blacks would favor it across the board. It is alleged that the district has not sought to make bussing attractive and that black students bussed because of overcrowding to white schools have not been well received. One black mother from the inner city said that her son, who had been bussed, faced almost overwhelming social adjustments switching back and forth between the white school and the black ghetto. He was not accepted by his peers in either place. It is the belief of the black parents interviewed that token integration does more harm than good to the minority students involved. The same principle applies to white students put in a black school on a token basis. There must be enough members of a given race in a school so that they do not feel threatened or intimidated by the other race.

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It is recognized that the school faces many problems including labor disputes, financial difficulties, and lack of community support. Nonetheless, blacks feel the school has not been community oriented. In the past the board has seldom solicited nor responded to community input. Channels of communication are said to be quite poor, a statement school officials vigorously deny. The black community is hopeful the new superintendent, Dr. Talbert L. Hardcliff, will be more responsive.

Mrs. Hayes does not believe desegregation can be accomplished without causing massive white flight. She is not however sold on the idea of a "metro-plan". In the words of one black mother it is time for whites and blacks alike to quit running from the problem and to start solving it together.

One lady who has worked in a school cafeteria for years says that the problem with many black students who are known as trouble makers is that they are hungry. Many only eat what they get at school with no meals at home. As she put it, "nobody can concentrate on their studies with an empty gut." It was alleged that in at least one school there is a practice of making the students in the free lunch program wait until everyone else had been served. Often these students received less food by reason of being at the end of the line. That, those needing a square meal the most get the least.

Parents from the inner city are highly critical of the teachers placed there. They claim that black schools get the worst teachers. One complaint almost universally made is that the teachers do not expect enough out of black students, and consequently do not put forth enough effort in their direction. One suggested results would be startling where a teacher makes a conscientious effort to communicate with black students.

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The overall picture is one of a large city school district faced with many problems only one of which is the forty composition. The district is also faced with a black population that is tired of being patient.

By

Thomas Wilkerson

Only three schools were visited in this area of the state. These districts (Columbia, Kelseyly and Hannibal probably represent a rather average of medium size communities in outstate Missouri. The problems faced in each districts are much the same, but there are differences in the handling of the problems.

Outstate Missouri has few black instructors. Unlike the major cities, Outstate outstate finds to find a shortage of blacks in all areas. What they would like to hire more blacks but that they get very few qualified applicants. Not all of the districts have engaged in minority recruitment, and those that have report only limited success. Administrators in Central Missouri claim that their towns have little to offer blacks in comparison to St. Louis and Kansas City.

Columbia states that over the past several years it has hired well over 50% of their black applicants. It is reported that blacks are hired as a matter of course if they are reasonably qualified. Assistant Superintendent of Schools for Administration, Dr. Russell Thompson, believes that the job market is without doubt open for qualified blacks than whites. The competition for blacks is not only with other schools but business, industry and government as well. Because of Columbia's inability to increase its proportion of black teachers, they have now instituted an outstate minority recruitment program which experienced mild success in the first year.

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| District<br>County<br>School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| L. J. Schultz | 1972 | 492 | 46 | 0 | 8.6 | 33 | 0 | 0 | 0.0 |
| | 1967 | 384 | 40 | 0 | 9.4 | 29 | 0 | 0 | 0.0 |
| Hawthorn | 1972 | 461 | 0 | 0 | 0.0 | 17 | 0 | 0 | 0.0 |
| | 1967 | 419 | 0 | 0 | 0.0 | 17 | 0 | 0 | 0.0 |
| Central J.H.S. | 1972 | 679 | 71 | 1 | 9.6 | 40 | 0 | 0 | 0.0 |
| | 1967 | 837 | 61 | 0 | 6.5 | 49 | 0 | 0 | 0.0 |
| Central H.S. | 1972 | 1132 | 94 | 1 | 7.7 | 66 | 1 | 0 | 1.4 |
| | 1967 | 1178 | 73 | 0 | 5.8 | 73 | 0 | 0 | 0.0 |
| Carthage S.D. #9 | | | | | | | | | |
| Jasper County | | | | | | | | | |
| Columbian Ele. | 1972 | 375 | 0 | 8 | 2.1 | 16 | 0 | 0 | 0.0 |
| | 1967 | 360 | 0 | 0 | 0.0 | 15 | 0 | 0 | 0.0 |
| Eugene Field Ele. | 1972 | 295 | 25 | 4 | 9.0 | 15 | 0 | 0 | 0.0 |
| | 1967 | 277 | 40 | 6 | 14.2 | 15 | 0 | 0 | 0.0 |
| Fairview Ele. | 1972 | 193 | 0 | 2 | 1.0 | 7 | 0 | 0 | 0.0 |
| | 1967 | 171 | 0 | 0 | 0.0 | 8 | 0 | 0 | 0.0 |
| Hawthorne Ele. | 1972 | 306 | 1 | 29 | 8.9 | 14 | 0 | 0 | 0.0 |
| | 1967 | 356 | 0 | 5 | 1.4 | 16 | 0 | 0 | 0.0 |
| Carthage J.H.S. | 1972 | 828 | 14 | 3 | 2.0 | 34 | 0 | 0 | 0.0 |
| | 1967 | 856 | 15 | 1 | 1.8 | 40 | 0 | 0 | 0.0 |
| Mark Twain Ele. | 1972 | 350 | 0 | 7 | 2.0 | 11 | 0 | 2 | 15.3 |
| | 1967 | 393 | 0 | 0 | 0.0 | 15 | 0 | 0 | 0.0 |
| Pleasant Valley Ele. | 1972 | 194 | 0 | 3 | 1.5 | 8 | 0 | 1 | 11.1 |
| | 1967 | 204 | 0 | 0 | 0.0 | 9 | 0 | 0 | 0.0 |
| Carthage S.H. | 1972 | 813 | 19 | 0 | 2.3 | 42 | 0 | 0 | 0.0 |
| | 1967 | 773 | 8 | 0 | 1.0 | 43 | 0 | 0 | 0.0 |
| Caruthersville S.D. 18 | | | | | | | | | |
| Pemiscot County | | | | | | | | | |
| Sacred Heart (P-K) | 1972 | 74 | 83 | 0 | 52.9 | 4 | 1 | 0 | 20.0 |
| Westside (K-4) | 1972 | 200 | 102 | 0 | 33.8 | 13 | 0 | 0 | 0.0 |
| | 1967 | 286 | 21 | 0 | 6.7 | 12 | 2 | 0 | 14.3 |

| District<br>County<br>School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Mi |
|---|---|---|---|---|---|---|---|---|---|
| Southside (1-4) | 1972 | 171 | 92 | 0 | 35.0 | 14 | 0 | 0 | 0.0 |
| | 1967 | 289 | 61 | 0 | 17.4 | 12 | 2 | 0 | 14.2 |
| Lee Rood (4-6) | 1972 | 271 | 123 | 0 | 31.2 | 18 | 4 | 0 | 22.5 |
| Caruthersville J.H. | 1972 | 371 | 174 | 0 | 31.9 | 21 | 1 | 0 | 4.5 |
| Caruthersville H.S. | 1972 | 311 | 126 | 0 | 28.8 | 20 | 1 | 0 | 4.7 |
| | 1967 | 439 | 150 | 0 | 26.0 | 32 | 2 | 0 | 5.8 |
| Lee Rood J.H. (6-8) | 1967 | 358 | 54 | 0 | 13.1 | 14 | 3 | 0 | 17.6 |
| Washington Ele (K-6) | 1967 | 14 | 328 | 0 | 95.9 | 5 | 13 | 0 | 72.2 |
| Washington J.H. | 1967 | 0 | 108 | 0 | 100.0 | 2 | 6 | 0 | 75.0 |
| Center S.D.<br>Jackson County | | | | | | | | | |
| Boone Ele. Sch. | 1972 | 568 | 2 | 8 | 1.7 | 25 | 0 | 0 | 0.0 |
| | 1967 | 940 | 0 | 0 | 0.0 | 39 | 0 | 0 | 0.0 |
| Center Annex Ele. | 1972 | 206 | 2 | 5 | 3.3 | 11 | 0 | 0 | 0.0 |
| | 1967 | 271 | 0 | 0 | 0.0 | 17 | 0 | 0 | 0.0 |
| Indian Creek Ele. | 1972 | 390 | 4 | 10 | 3.5 | 20 | 0 | 0 | 0.0 |
| Red Bridge | 1972 | 448 | 0 | 1 | 0.2 | 21 | 0 | 0 | 0.0 |
| | 1967 | 629 | 0 | 0 | 0.0 | 26 | 0 | 0 | 0.0 |
| S. City V.W. Ele. | 1972 | 444 | 11 | 2 | 2.8 | 22 | 0 | 0 | 0.0 |
| | 1967 | 562 | 0 | 0 | 0.0 | 26 | 0 | 0 | 0.0 |
| Center N. J.H.S. | 1972 | 635 | 13 | 13 | 3.9 | 32 | 0 | 0 | 0.0 |
| | 1967 | 521 | 0 | 0 | 0.0 | 27 | 0 | 0 | 0.0 |
| South J.H.S. | 1972 | 691 | 9 | 2 | 1.6 | 34 | 0 | 0 | 0.0 |
| | 1967 | 904 | 0 | 0 | 0.0 | 39 | 0 | 0 | 0.0 |
| Center H.S. | 1972 | 1453 | 12 | 15 | 1.8 | 68 | 0 | 0 | 0.0 |
| | 1967 | 1328 | 0 | 0 | 0.0 | 63 | 0 | 0 | 0.0 |
| Center Ele. | 1972 | 417 | 20 | 12 | 7.1 | 19 | 0 | 0 | 0.0 |
| | 1967 | 568 | 0 | 0 | 0.0 | 27 | 0 | 0 | 0.0 |





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| District County School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Charleston R-I | | | | | | | | | |
| Mississippi County | | | | | | | | | |
| Charleston Kndg. Sch. | 1972 | 103 | 78 | 0 | 4.3 | 4 | 0 | 0 | 0.0 |
| | 1967 | 103 | 91 | 0 | 0.0 | 7 | 2 | 0 | 22.2 |
| Beatrand Ele. | 1972 | 117 | 3 | 0 | 2.5 | 6 | 0 | 0 | 0.0 |
| | 1967 | 222 | 25 | 0 | 0.0 | 15 | 0 | 0 | 0.0 |
| Warren Hearnes Ele. | 1972 | 537 | 571 | 0 | 51.5 | 53 | 17 | 0 | 24.2 |
| Charleston J.H.S. | 1972 | 220 | 201 | 0 | 47.7 | 16 | 9 | 0 | 36.0 |
| | 1967 | 317 | 200 | 0 | 39.0 | 19 | 9 | 0 | 32.1 |
| Charleston H.S. | 1972 | 510 | 272 | 0 | 34.8 | 33 | 8 | 0 | 24.0 |
| | 1967 | 496 | 257 | 0 | 34.1 | 43 | 2 | 0 | 4.4 |
| Eugene Field Mt.-Ele | 1967 | 612 | 43 | 0 | 6.6 | 36 | 0 | 0 | 0.0 |
| Lincoln Ele. | 1967 | 0 | 462 | 0 | 100.0 | 0 | 28 | 0 | 100.0 |
| Washington Ele. | 1967 | 0 | 163 | 0 | 100.0 | 0 | 15 | 0 | 100.0 |
| Columbia Public Schools | | | | | | | | | |
| Boone County | | | | | | | | | |
| Benton | 1972 | 229 | 40 | 0 | 14.9 | 14 | 0 | 0 | 0.0 |
| | 1967 | 342 | 36 | 0 | 9.5 | 15 | 0 | 0 | 0.0 |
| Blue Ridge | 1972 | 799 | 67 | 9 | 8.7 | 20 | 1 | 0 | 3.3 |
| | 1967 | 553 | 0 | 0 | 0.0 | 21 | 0 | 0 | 0.0 |
| Fairview | 1972 | 833 | 12 | 6 | 2.1 | 29 | 0 | 0 | 0.0 |
| | 1967 | 536 | 0 | 6 | 1.1 | 21 | 0 | 0 | 0.0 |
| Field | 1972 | 296 | 51 | 0 | 14.7 | 17 | 0 | 0 | 0.0 |
| | 1967 | 330 | 86 | 0 | 20.8 | 18 | 1 | 0 | 5.2 |
| Grant | 1972 | 194 | 86 | 9 | 32.9 | 13 | 0 | 0 | 0.0 |
| | 1967 | 297 | 97 | 0 | 24.6 | 18 | 2 | 0 | 10.0 |
| Lee | 1972 | 215 | 70 | 10 | 30.2 | 14 | 0 | 0 | 0.0 |
| | 1967 | 392 | 64 | 21 | 17.8 | 17 | 2 | 0 | 10.5 |
| Parkade | 1972 | 708 | 28 | 12 | 5.1 | 27 | 0 | 0 | 0.0 |
| | 1967 | 749 | 21 | 0 | 2.7 | 24 | 0 | 0 | 0.0 |

| District<br>County<br>School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Rock Bridge Ele. | 1972 | 440 | 22 | 0 | 4.8 | 15 | 0 | 0 | 0.0 |
| | 1967 | 233 | 3 | 0 | 1.2 | 14 | 1 | 0 | 6.7 |
| Russell | 1972 | 601 | 31 | 12 | 5.9 | 28 | 0 | 0 | 0.0 |
| | 1967 | 753 | 33 | 0 | 4.2 | 31 | 0 | 0 | 0.0 |
| Shepard | 1972 | 349 | 35 | 11 | 11.6 | 14 | 1 | 0 | 6.6 |
| Two Mile Prairie | 1972 | 121 | 4 | 1 | 4.0 | 7 | 0 | 0 | 0.0 |
| W. Blvd. | 1972 | 358 | 131 | 2 | 27.1 | 17 | 2 | 1 | 15.0 |
| | 1967 | 531 | 77 | 0 | 12.6 | 31 | 2 | 0 | 6.0 |
| Jeff J.H.S. | 1972 | 926 | 110 | 4 | 11.0 | 41 | 4 | 1 | 10.8 |
| | 1967 | 928 | 136 | 3 | 13.0 | 54 | 2 | 0 | 3.5 |
| Oakland J.H.S. | 1972 | 505 | 29 | 2 | 5.6 | 24 | 1 | 1 | 7.4 |
| West J.H.S. | 1972 | 963 | 104 | 12 | 10.8 | 26 | 1 | 0 | 7.1 |
| | 1967 | 926 | 55 | 3 | 5.9 | 51 | 1 | 0 | 1.9 |
| Hickman H.S. | 1972 | 3052 | 217 | 9 | 9.9 | 94 | 4 | 0 | 4.1 |
| | 1967 | 1667 | 161 | 2 | 8.9 | 97 | 3 | 0 | 3.0 |
| Ridgeway Sch. | 1972 | 77 | 164 | 8 | 70.2 | 12 | 1 | 0 | 7.6 |
| | 1967 | 169 | 177 | 0 | 51.4 | 16 | 2 | 0 | 11.1 |
| Diagnostic Center | 1972 | 60 | 45 | 0 | 42.9 | 10 | 1 | 0 | 9.1 |
| | 1967 | 51 | 32 | 0 | 34.5 | 6 | 1 | 0 | 14.2 |
| Wade Ele. | 1967 | 44 | 0 | 0 | 0.0 | 5 | 1 | 0 | 16.6 |
| Ferguson S.D.<br>St. Louis County | | | | | | | | | |
| Halls Ferry Sch. | 1972 | 647 | 15 | 6 | 3.1 | 20 | 0 | 1 | 4. |
| | 1967 | 728 | 3 | 0 | 0.6 | 24 | 0 | 0 | 0. |
| Bermuda | 1972 | 370 | 8 | 0 | 2.1 | 16 | 0 | 0 | 0. |
| | 1967 | 468 | 1 | 0 | 0.2 | 20 | 0 | 0 | 0. |
| Central | 1972 | 172 | 37 | 2 | 17.2 | 16 | 1 | 0 | 5. |
| | 1967 | 469 | 18 | 0 | 3.7 | 18 | 1 | 0 | 5. |



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| District<br>County<br>School, Name | YEAR | W. Pupil. | B. Staff. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Carver | 1972 | 335 | 0 | 0 | 0.0 | 13 | 0 | 0 | 0.0 |
| | 1967 | 533 | 0 | 0 | 0.0 | 19 | 0 | 0 | 0.0 |
| Commons Lane | 1972 | 571 | 4 | 0 | 0.7 | 21 | 0 | 0 | 0.0 |
| | 1967 | 656 | 0 | 0 | 0.0 | 26 | 0 | 0 | 0.0 |
| Cool Valley | 1972 | 561 | 36 | 11 | 7.7 | 20 | 0 | 0 | 0.0 |
| | 1967 | 617 | 4 | 0 | 0.6 | 23 | 0 | 0 | 0.0 |
| De Imet | 1972 | 447 | 3 | 0 | 0.6 | 16 | 0 | 0 | 0.0 |
| | 1967 | 657 | 0 | 0 | 0.0 | 25 | 0 | 0 | 0.0 |
| Duchesne | 1972 | 513 | 22 | 7 | 4.7 | 20 | 0 | 0 | 0.0 |
| | 1967 | 673 | 1 | 0 | 0.1 | 25 | 0 | 0 | 0.0 |
| Gratiam | 1972 | 383 | 1 | 2 | 0.8 | 16 | 0 | 0 | 0.0 |
| Griffith | 1972 | 590 | 5 | 0 | 0.8 | 21 | 0 | 1 | 4.5 |
| | 1967 | 736 | 0 | 0 | 0.0 | 29 | 0 | 0 | 0.0 |
| Lee Hamilton | 1972 | 462 | 13 | 2 | 3.6 | 19 | 0 | 0 | 0.0 |
| | 1967 | 629 | 24 | 0 | 3.7 | 25 | 0 | 3 | 5.0 |
| Mark Twain | 1972 | 579 | 2 | 10 | 2.2 | 19 | 1 | 0 | 1.0 |
| | 1967 | 775 | 0 | 0 | 0.0 | 27 | 0 | 0 | 0.0 |
| Parkway N8. | 1972 | 581 | 6 | 6 | 2.0 | 19 | 0 | 0 | 0.0 |
| | 1967 | 704 | 3 | 0 | 0.4 | 25 | 0 | 0 | 0.0 |
| Robinwood | 1972 | 503 | 2 | 3 | 1.0 | 20 | 0 | 0 | 0.0 |
| | 1937 | 722 | 1 | 0 | 0.1 | 25 | 0 | 0 | 0.0 |
| Vogh | 1972 | 266 | 14 | 1 | 5.1 | 15 | 1 | 0 | 7.9 |
| | 1967 | 360 | 22 | 0 | 5.4 | 17 | 0 | 0 | 0.0 |
| Walnut Grove | 1972 | 548 | 18 | 14 | 8.7 | 22 | 1 | 0 | 4.3 |
| | 1967 | 774 | 4 | 0 | 0.5 | 27 | 0 | 0 | 0.0 |
| Wedgwood | 1972 | 1010 | 17 | 7 | 2.3 | 35 | 0 | 0 | 0.0 |
| | 1967 | 999 | 7 | 0 | 0.7 | 33 | 0 | 0 | 0.0 |
| Creve Coeur J.H.S. | 1972 | 1659 | 12 | 6 | 1.1 | 60 | 0 | 0 | 0.0 |
| | 1967 | 241 | 3 | 0 | 1.6 | 12 | 0 | 0 | 0.0 |
| Ferguson J.H.S. | 1972 | 1296 | 80 | 9 | 6.8 | 62 | 0 | 2 | 4.6 |
| | 1967 | 1776 | 39 | 0 | 2.1 | 82 | 0 | 0 | 0.0 |

| District<br>County<br>School Type | 1966 | M. Stud. | F. Stud. | Other | % Min. | M. Staff | F. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Elementary J.H.S. | 1972 | 1593 | 5 | 4 | 0.5 | 76 | 0 | 0 | 0.0 |
| | 1967 | 1415 | 8 | 0 | 0.6 | 65 | 2 | 0 | 3.1 |
| Middle S.H.S. | 1972 | 1726 | 3 | 3 | 0.3 | 69 | 2 | 0 | 2.2 |
| Willow H.S. | 1972 | 2776 | 65 | 7 | 2.6 | 142 | 3 | 3 | 3.3 |
| | 1967 | 1743 | 14 | 0 | 0.8 | 102 | 0 | 0 | 0.0 |
| Pioneer | 1967 | 0 | 67 | 0 | 100.0 | 2 | 1 | 0 | 66.0 |
| Grandview C-4 | | | | | | | | | |
| Jackson County | | | | | | | | | |
| Log Grove | 1972 | 472 | 1 | 5 | 1.3 | 28 | 0 | 0 | 3.0 |
| | 1967 | 551 | 0 | 0 | 0.0 | 29 | 0 | 0 | 0.0 |
| Smithboro | 1972 | 579 | 69 | 51 | 11.0 | 31 | 0 | 0 | 0.0 |
| | 1967 | 667 | 6 | 0 | 0.9 | 28 | 0 | 0 | 0.0 |
| Pinthus | 1972 | 895 | 1 | 5 | 1.2 | 38 | 0 | 0 | 0.0 |
| | 1967 | 633 | 0 | 0 | 0.0 | 36 | 0 | 0 | 0.0 |
| Cave West | 1972 | 622 | 7 | 11 | 2.8 | 34 | 0 | 1 | 8.0 |
| | 1967 | 725 | 0 | 0 | 0.0 | 35 | 1 | 0 | 0.0 |
| Martin Cy. | 1972 | 642 | 6 | 13 | 3.2 | 35 | 0 | 1 | 5.5 |
| | 1967 | 670 | 3 | 0 | 0.6 | 33 | 0 | 0 | 0.0 |
| Meadowmere | 1972 | 334 | 1 | 3 | 1.3 | 19 | 0 | 0 | 0.0 |
| East J.H.S. | 1972 | 906 | 23 | 12 | 3.9 | 39 | 0 | 0 | 0.0 |
| Grandview J.H.S. | 1972 | 700 | 5 | 7 | 1.7 | 40 | 0 | 0 | 11.0 |
| | 1967 | 1029 | 2 | 0 | 0.7 | 55 | 0 | 0 | 0.0 |
| Grandview H.S. | 1972 | 1291 | 18 | 8 | 2.0 | 98 | 0 | 1 | 1.7 |
| | 1967 | 905 | 1 | 0 | 0.8 | 85 | 0 | 0 | 0.0 |
| Hamilton U.D. 13 | | | | | | | | | |
| Marion County | | | | | | | | | |
| Patchtown | 1972 | 226 | 5 | 1 | 2.6 | 10 | 0 | 0 | 0.0 |
| | 1967 | 279 | 12 | 0 | 4.3 | 13 | 1 | 0 | 7.1 |

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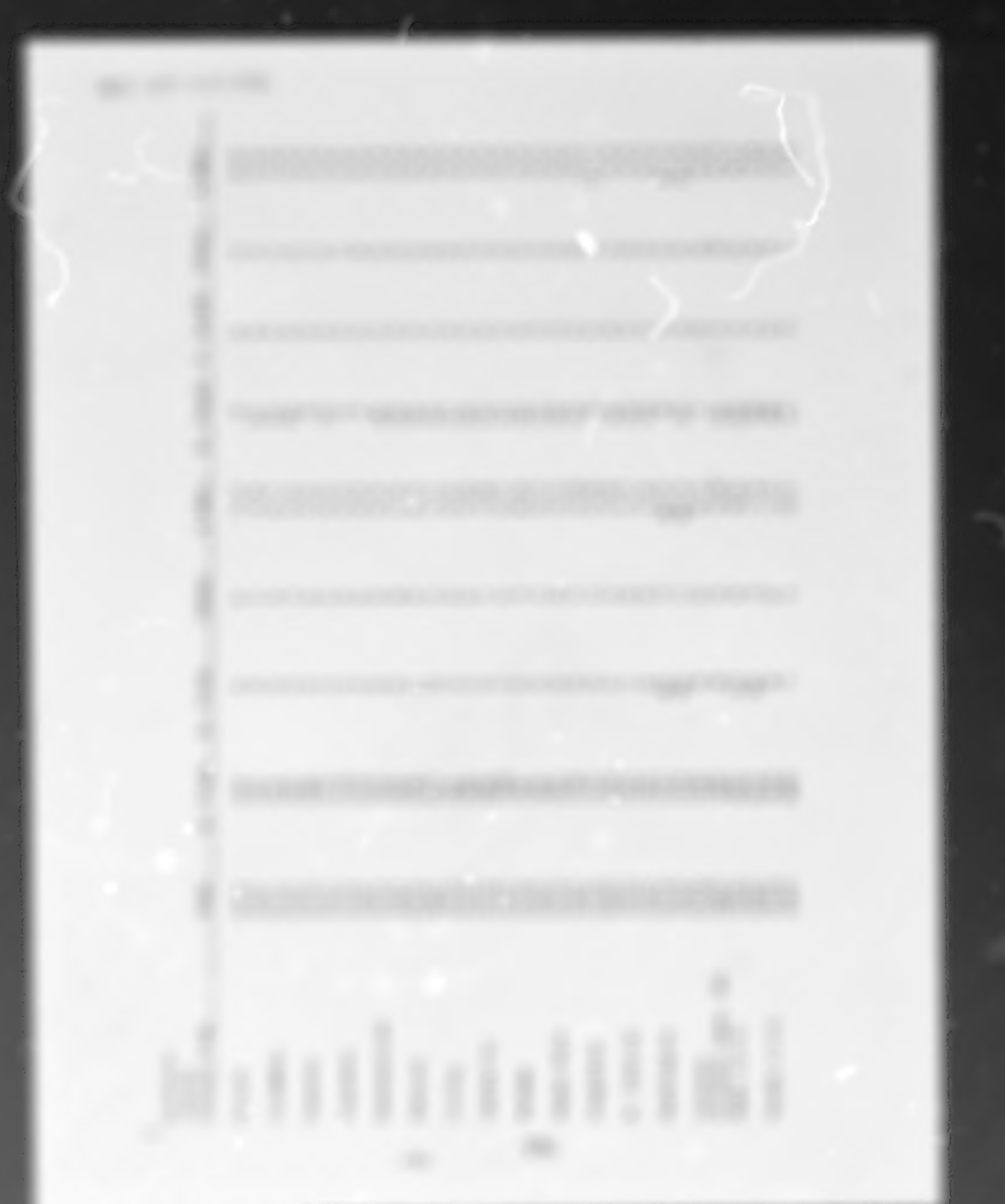

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| District County School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| James | 1972 | 551 | 2 | 0 | 0.4 | 15 | 4 | 0 | 21.0 |
| | 1967 | 570 | 71 | 0 | 11.0 | 21 | 4 | 0 | 16.0 |
| J. C. Nichols | 1972 | 411 | 60 | 0 | 12.7 | 13 | 2 | 0 | 13.3 |
| | 1967 | 401 | 111 | 0 | 21.7 | 18 | 1 | 0 | 5.2 |
| Joseph Chick | 1972 | 60 | 501 | 0 | 89.3 | 9 | 9 | 0 | 50.0 |
| | 1967 | 221 | 351 | 0 | 61.5 | 13 | 6 | 0 | 31.5 |
| John T. Hartman | 1972 | 289 | 104 | 0 | 26.5 | 9 | 3 | 0 | 25.0 |
| | 1967 | 427 | 75 | 0 | 14.9 | 21 | 0 | 0 | 0.0 |
| John J. Pershing | 1972 | 2 | 654 | 0 | 99.7 | 9 | 12 | 0 | 57.1 |
| | 1967 | 198 | 489 | 0 | 70.3 | 18 | 6 | 0 | 25.0 |
| K.B. Richardson | 1972 | 0 | 666 | 0 | 100.0 | 0 | 22 | 0 | 100.0 |
| | 1967 | 7 | 955 | 0 | 99.3 | 11 | 30 | 0 | 73.1 |
| Leeds | 1972 | 109 | 61 | 0 | 35.9 | 4 | 2 | 0 | 33.3 |
| | 1967 | 152 | 0 | 0 | 0.0 | 7 | 0 | 0 | 0.0 |
| Marlborough | 1972 | 198 | 187 | 0 | 48.6 | 13 | 1 | 0 | 7.1 |
| | 1967 | 316 | 133 | 0 | 29.6 | 18 | 0 | 0 | 0.0 |
| Mark Twain | 1972 | 28 | 636 | 0 | 95.8 | 12 | 9 | 0 | 42.9 |
| | 1967 | 273 | 243 | 0 | 47.1 | 22 | 3 | 0 | 12.0 |
| Mary Harmon Weeks | 1972 | 0 | 857 | 0 | 100.0 | 11 | 25 | 0 | 69.4 |
| Milton Moore | 1972 | 9 | 390 | 0 | 97.7 | 7 | 6 | 0 | 46.1 |
| | 1967 | 119 | 502 | 0 | 80.8 | 17 | 5 | 0 | 22.7 |
| Pinkerton | 1972 | 29 | 488 | 0 | 94.4 | 7 | 9 | 0 | 56.1 |
| | 1967 | 229 | 189 | 0 | 45.2 | 15 | 1 | 0 | 6.2 |
| Phyllis Wheatley | 1972 | 1 | 489 | 0 | 99.8 | 0 | 15 | 0 | 100.0 |
| | 1967 | 1 | 843 | 0 | 99.9 | 2 | 29 | 0 | 93.4 |
| Sanford B. Ladd | 1972 | 2 | 881 | 0 | 99.8 | 2 | 28 | 0 | 93.3 |
| | 1967 | 2 | 1265 | 0 | 99.9 | 6 | 38 | 0 | 86.3 |
| Scarritt | 1972 | 612 | 3 | 0 | 0.5 | 19 | 1 | 0 | 5.0 |
| | 1967 | 647 | 0 | 0 | 0.0 | 24 | 0 | 0 | 0.0 |
| Seven Oaks | 1972 | 3 | 494 | 0 | 99.4 | 1 | 15 | 0 | 93.7 |
| | 1967 | 8 | 641 | 0 | 1.25 | 5 | 16 | 0 | 76.2 |

| District<br>County<br>School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Thatcher | 1972 | 512 | 0 | 0 | 0.0 | 13 | 2 | 0 | 13.3 |
| | 1967 | 603 | 0 | 0 | 0.0 | 19 | 1 | 0 | 5.0 |
| Wendell Phillips | 1972 | 0 | 353 | 0 | 100.0 | 1 | 11 | 0 | 91.6 |
| | 1967 | 0 | 778 | 0 | 100.0 | 3 | 27 | 0 | 10.0 |
| William Cullen Bryant | 1972 | 538 | 8 | 0 | 1.5 | 15 | 2 | 0 | 11.7 |
| | 1967 | 613 | 0 | 0 | 0.0 | 20 | 0 | 0 | 0.0 |
| Wm. A. Knotts | 1972 | 54 | 641 | 0 | 92.2 | 10 | 11 | 0 | 52.4 |
| | 1967 | 594 | 107 | 0 | 15.3 | 22 | 1 | 0 | 4.5 |
| Whittier | 1972 | 699 | 12 | 0 | 1.7 | 20 | 5 | 0 | 20.0 |
| | 1967 | 969 | 1 | 0 | 0.1 | 31 | 2 | 0 | 6.1 |
| Dunbar | 1972 | 2 | 163 | 0 | 90.8 | 0 | 8 | 0 | 100.0 |
| | 1967 | 0 | 219 | 0 | 100.0 | 3 | 8 | 0 | 72.7 |
| Garrison | 1972 | 174 | 175 | 0 | 50.1 | 6 | 9 | 0 | 60.0 |
| | 1967 | 284 | 53 | 0 | 15.7 | 12 | 3 | 0 | 20.0 |
| Allen | 1972 | 75 | 30 | 0 | 20.6 | 7 | 2 | 0 | 22.2 |
| | 1967 | 136 | 76 | 0 | 35.8 | 13 | 0 | 0 | 0.0 |
| Askew | 1972 | 674 | 49 | 0 | 6.8 | 23 | 0 | 0 | 0.0 |
| | 1967 | 737 | 0 | 0 | 0.0 | 26 | 1 | 0 | 3.7 |
| Attucks | 1972 | 2 | 408 | 0 | 99.5 | 4 | 17 | 0 | 80.9 |
| | 1967 | 1 | 652 | 0 | 99.8 | 2 | 27 | 0 | 93.2 |
| Bancroft | 1972 | 100 | 620 | 0 | 86.1 | 15 | 11 | 0 | 42.3 |
| | 1967 | 531 | 307 | 0 | 36.6 | 27 | 3 | 0 | 10.0 |
| Benjamin Harrison | 1972 | 476 | 3 | 0 | 0.6 | 13 | 3 | 0 | 18.7 |
| | 1967 | 558 | 3 | 0 | 0.5 | 22 | 1 | 0 | 4.3 |
| Bristol | 1972 | 630 | 0 | 0 | 0.0 | 20 | 0 | 0 | 0.0 |
| | 1967 | 706 | 1 | 0 | 0.1 | 26 | 0 | 0 | 0.0 |
| Chester A. Franklin | 1972 | 13 | 822 | 0 | 98.4 | 7 | 31 | 0 | 81.6 |
| Douglas | 1972 | 201 | 69 | 0 | 25.6 | 4 | 5 | 0 | 55.5 |
| | 1967 | 183 | 102 | 0 | 35.8 | 7 | 6 | 0 | 46.1 |



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| District County School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| E. C. Meservey | 1972 | 14 | 901 | 0 | 98.5 | 6 | 22 | 0 | 78.5 |
| | 1967 | 98 | 985 | 0 | 90.9 | 27 | 13 | 0 | 32.5 |
| E. F. Swinney | 1972 | 270 | 31 | 0 | 10.3 | 14 | 2 | 0 | 12.5 |
| | 1967 | 385 | 88 | 0 | 18.6 | 19 | 1 | 0 | 5.0 |
| Fairmont | 1972 | 385 | 0 | 0 | 0.0 | 11 | 1 | 0 | 8.3 |
| | 1967 | 471 | 0 | 0 | 0.0 | 18 | 0 | 0 | 0.0 |
| Faxon | 1972 | 23 | 601 | 0 | 96.3 | 10 | 12 | 0 | 54.5 |
| | 1967 | 256 | 572 | 0 | 69.1 | 17 | 12 | 0 | 41.4 |
| Francis Willard | 1972 | 36 | 746 | 0 | 95.4 | 13 | 12 | 0 | 48.0 |
| | 1967 | 428 | 426 | 0 | 49.9 | 27 | 2 | 0 | 6.8 |
| Garfield | 1972 | 537 | 30 | 0 | 5.3 | 17 | 1 | 0 | 5.5 |
| | 1967 | 657 | 5 | 0 | 0.7 | 23 | 1 | 0 | 4.2 |
| George B. Longon | 1972 | 360 | 32 | 0 | 8.2 | 13 | 1 | 0 | 7.1 |
| | 1967 | 505 | 27 | 0 | 5.1 | 19 | 1 | 0 | 5.0 |
| Graceland | 1972 | 0 | 652 | 0 | 100.0 | 0 | 26 | 0 | 100.0 |
| | 1967 | 45 | 748 | 0 | 94.3 | 18 | 13 | 0 | 41.9 |
| Henry Clay | 1972 | 328 | 2 | 0 | 0.6 | 11 | 2 | 0 | 15.4 |
| | 1967 | 397 | 18 | 0 | 4.3 | 17 | 1 | 0 | 5.5 |
| Henry C. Krumpf | 1972 | 4 | 802 | 0 | 99.5 | 0 | 27 | 0 | 100.0 |
| | 1967 | 18 | 1108 | 0 | 98.4 | 11 | 26 | 0 | 70.2 |
| Horace Mann | 1972 | 1 | 657 | 0 | 99.8 | 7 | 21 | 0 | 75.0 |
| | 1967 | 9 | 1046 | 0 | 99.1 | 22 | 15 | 0 | 40.5 |
| John K. Stark | 1972 | 132 | 0 | 0 | 0.0 | 5 | 0 | 0 | 0.0 |
| | 1967 | 176 | 2 | 0 | 1.1 | 9 | 0 | 0 | 0.0 |
| Karnes | 1972 | 359 | 56 | 0 | 13.5 | 15 | 4 | 0 | 21.1 |
| | 1967 | 311 | 6 | 0 | 1.9 | 17 | 2 | 0 | 10.5 |
| Kensington | 1972 | 530 | 42 | 0 | 7.3 | 26 | 3 | 0 | 10.3 |
| | 1967 | 611 | 65 | 0 | 9.6 | 28 | 1 | 0 | 3.4 |
| Longfellow | 1972 | 275 | 220 | 0 | 44.4 | 9 | 7 | 0 | 43.7 |
| | 1967 | 492 | 156 | 0 | 24.0 | 18 | 7 | 0 | 28.0 |
| Manchester | 1972 | 345 | 7 | 0 | 2.0 | 12 | 0 | 0 | 0.0 |
| | 1967 | 399 | 2 | 0 | 0.5 | 15 | 0 | 0 | 0.0 |

| District County School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Martin | 1972 | 133 | 0 | 0 | 0.0 | 8 | 0 | 0 | 0.0 |
| | 1967 | 211 | 0 | 0 | 0.0 | 8 | 0 | 0 | 0.0 |
| McCoy | 1972 | 450 | 101 | 0 | 18.3 | 17 | 0 | 0 | 0.0 |
| | 1967 | 514 | 19 | 0 | 3.6 | 18 | 3 | 0 | 14.3 |
| Mt. Washington | 1972 | 349 | 0 | 0 | 0.0 | 11 | 0 | 0 | 0.0 |
| | 1967 | 396 | 0 | 0 | 0.0 | 16 | 0 | 0 | 0.0 |
| Norman | 1972 | 204 | 10 | 0 | 4.7 | 9 | 1 | 0 | 10.0 |
| | 1967 | 269 | 52 | 0 | 16.1 | 15 | 1 | 0 | 6.2 |
| Rollins | 1972 | 163 | 65 | 0 | 28.5 | 8 | 0 | 0 | 0.0 |
| | 1967 | 251 | 33 | 0 | 11.6 | 12 | 0 | 0 | 0.0 |
| Sugar Creek | 1972 | 259 | 0 | 0 | 0.0 | 8 | 0 | 0 | 0.0 |
| | 1967 | 279 | 0 | 0 | 0.0 | 12 | 0 | 0 | 0.0 |
| Switzer | 1972 | 378 | 221 | 0 | 36.9 | 13 | 11 | 0 | 45.8 |
| | 1967 | 623 | 231 | 0 | 27.0 | 28 | 7 | 0 | 20.0 |
| Three Trails | 1972 | 321 | 0 | 0 | 0.0 | 10 | 0 | 0 | 0.0 |
| | 1967 | 477 | 0 | 0 | 0.0 | 17 | 0 | 0 | 0.0 |
| Troost | 1972 | 80 | 513 | 0 | 86.5 | 16 | 4 | 0 | 20.0 |
| | 1967 | 332 | 27 | 0 | 7.5 | 21 | 2 | 0 | 8.7 |
| W. W. Yates | 1972 | 3 | 591 | 0 | 99.5 | 0 | 24 | 0 | 100.0 |
| | 1967 | 0 | 811 | 0 | 100.0 | 3 | 31 | 0 | 91.1 |
| West Rock Creek | 1972 | 219 | 0 | 0 | 0.0 | 6 | 1 | 0 | 14.3 |
| | 1967 | 270 | 0 | 0 | 0.0 | 11 | 0 | 0 | 0.0 |
| Wm. Rockhill Nelson | 1972 | 173 | 169 | 0 | 49.4 | 9 | 2 | 0 | 18.2 |
| Wm. Volker | 1972 | 252 | 23 | 0 | 8.4 | 10 | 0 | 0 | 0.0 |
| | 1967 | 235 | 40 | 0 | 14.5 | 11 | 0 | 0 | 0.0 |
| Woodland | 1972 | 4 | 646 | 0 | 99.4 | 11 | 20 | 0 | 64.5 |
| | 1967 | 55 | 982 | 0 | 94.9 | 29 | 10 | 0 | 98.3 |
| Ashland | 1972 | 456 | 209 | 0 | 31.4 | 15 | 7 | 0 | 31.8 |
| | 1967 | 662 | 248 | 0 | 27.2 | 27 | 7 | 0 | 20.5 |
| Benjamin Franklin | 1972 | 171 | 32 | 0 | 15.8 | 10 | 3 | 0 | 23.1 |
| | 1967 | 231 | 47 | 0 | 16.9 | 9 | 2 | 0 | 18.1 |

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School Name

| YEAR | #. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. Staff |
|---|---|---|---|---|---|---|---|---|
| 1972 | 237 | 0 | 0 | 0.0 | 7 | 0 | 0 | 0.0 |
| 1967 | 390 | 0 | 0 | 0.0 | 15 | 0 | 0 | 0.0 |
| 1972 | 504 | 1 | 0 | 0.2 | 18 | 0 | 0 | 0.0 |
| 1967 | 631 | 0 | 0 | 0.0 | 26 | 0 | 0 | 0.0 |
| 1972 | 304 | 11 | 0 | 3.5 | 15 | 0 | 0 | 0.0 |
| 1967 | 335 | 0 | 0 | 0.0 | 16 | 0 | 0 | 0.0 |
| 1972 | 0 | 1119 | 0 | 100.0 | 12 | 11 | 0 | 47.8 |
| 1967 | 4 | 1722 | 0 | 99.7 | 29 | 43 | 0 | 60.4 |
| 1972 | 1018 | 80 | 0 | 7.3 | 49 | 5 | 0 | 9.3 |
| 1967 | 983 | 94 | 0 | 7.8 | 58 | 4 | 0 | 6.4 |
| 1972 | 0 | 833 | 0 | 100.0 | 9 | 20 | 0 | 74.9 |
| 1967 | 1 | 1040 | 0 | 0.1 | 4 | 51 | 0 | 11.1 |
| 1972 | 51 | 1205 | 0 | 95.9 | 20 | 29 | 0 | 64.7 |
| 1967 | 895 | 351 | 0 | 41.5 | 41 | 9 | 0 | 19.0 |
| 1972 | 0 | 1105 | 0 | 100.0 | 16 | 41 | 0 | 71.9 |
| 1972 | 1043 | 45 | 0 | 4.7 | 72 | 4 | 0 | 1.4 |
| 1967 | 1645 | 181 | 0 | 9.9 | 92 | 5 | 0 | 5.1 |
| 1972 | 1371 | 4 | 0 | 0.3 | 57 | 5 | 0 | 8.0 |
| 1967 | 1491 | 43 | 0 | 2.8 | 70 | 5 | 1 | 7.9 |
| 1972 | 2 | 494 | 0 | 99.6 | 11 | 14 | 0 | 51.9 |
| 1972 | 1099 | 591 | 0 | 35.0 | 51 | 14 | 0 | 20.2 |
| 1967 | 1546 | 305 | 0 | 16.4 | 88 | 4 | 0 | 4.3 |
| 1972 | 8 | 92 | 0 | 92.0 | 5 | 6 | 0 | 54.5 |
| 1967 | 231 | 36 | 0 | 13.5 | 13 | 3 | 0 | 21.4 |
| 1972 | 10 | 1178 | 0 | 99.1 | 18 | 44 | 0 | 70.9 |
| 1967 | 129 | 1018 | 0 | 88.8 | 16 | 57 | 0 | 78.0 |
| 1972 | 1347 | 45 | 0 | 2.9 | 92 | 8 | 0 | 8.7 |
| 1967 | 1379 | 9 | 0 | 0.4 | 170 | 6 | 0 | 3.8 |
| 1972 | 112 | 149 | 0 | 57.6 | 45 | 12 | 0 | 68.4 |
| 1972 | 651 | 674 | 0 | 66.3 | 57 | 11 | 0 | 70.1 |
| 1967 | 1379 | 543 | 0 | 28.7 | 92 | 9 | 0 | 7.4 |

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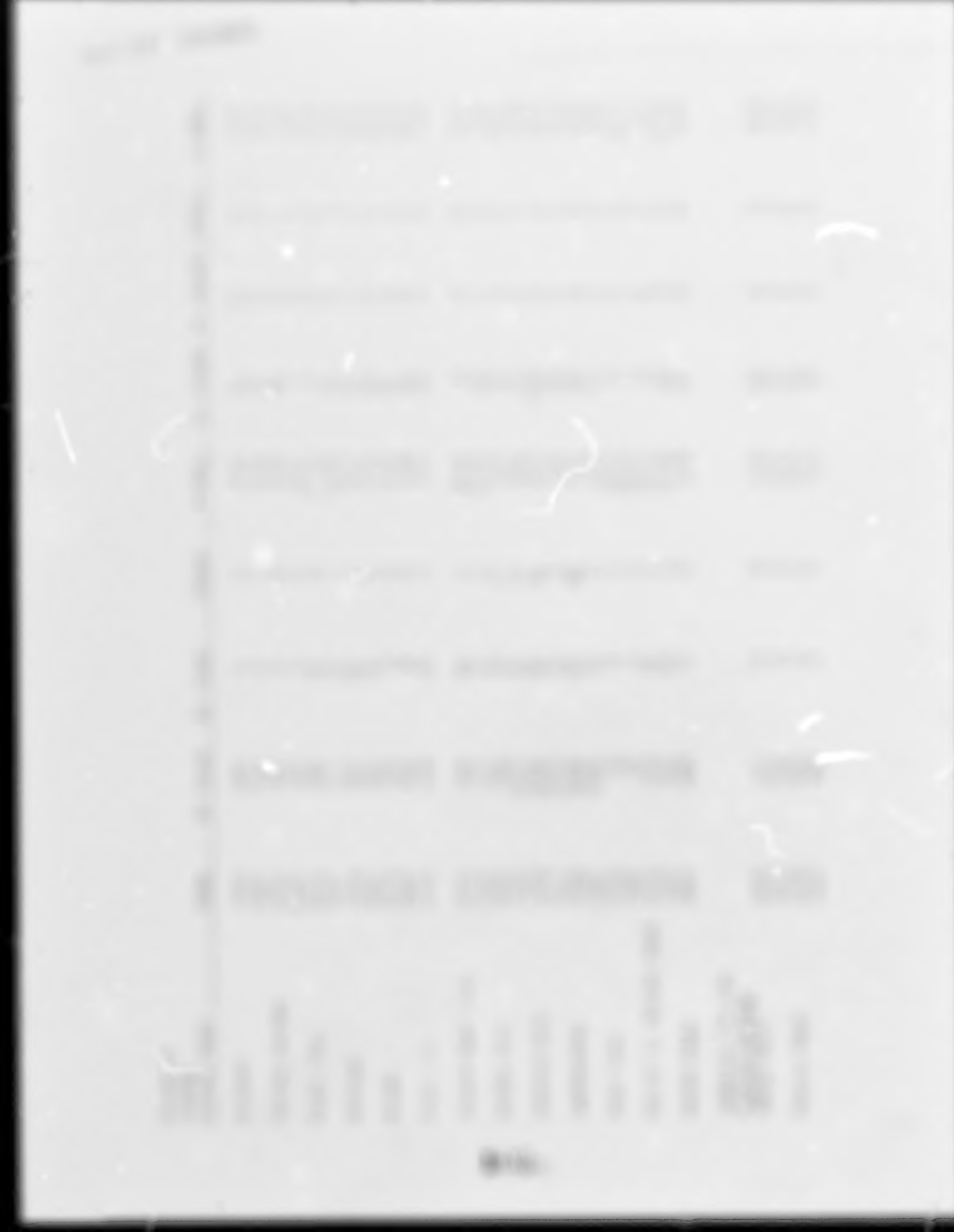
| District<br>County<br>School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Parkway H.S. | 1967 | 2406 | 2 | 0 | 0.1 | 128 | 0 | 0 | 0.0 |
| Pattonville R-3<br>St. Louis County | | | | | | | | | |
| Brier Crest | 1972 | 284 | 1 | 1 | 0.7 | 11 | 0 | 0 | 0.0 |
| | 1967 | 392 | 0 | 0 | 0.0 | 19 | 0 | 0 | 0.0 |
| Bridgeton | 1972 | 398 | 16 | 10 | 6.1 | 15 | 1 | 0 | 6.2 |
| | 1967 | 186 | 18 | 2 | 9.7 | 11 | 0 | 0 | 0.0 |
| Bridgeway | 1972 | 532 | 4 | 2 | 1.1 | 24 | 0 | 0 | 0.0 |
| | 1967 | 525 | 0 | 1 | 0.2 | 24 | 0 | 0 | 0.0 |
| Carroliton Oaks | 1972 | 362 | 2 | 1 | 0.8 | 13 | 0 | 0 | 0.0 |
| | 1967 | 419 | 1 | 0 | 0.2 | 18 | 0 | 0 | 0.0 |
| Carrollton | 1972 | 472 | 2 | 7 | 1.9 | 25 | 0 | 0 | 0.0 |
| | 1967 | 602 | 0 | 0 | 0.0 | 27 | 0 | 0 | 0.0 |
| Mt. Pleasant | 1972 | 313 | 5 | 1 | 1.6 | 12 | 0 | 0 | 0.0 |
| | 1967 | 339 | 16 | 1 | 4.7 | 21 | 0 | 0 | 0.0 |
| Parkwood | 1972 | 799 | 5 | 2 | 0.9 | 33 | 0 | 0 | 0.0 |
| | 1967 | 564 | 1 | 0 | 0.2 | 26 | 0 | 0 | 0.0 |
| Pattonville | 1972 | 551 | 6 | 2 | 1.4 | 24 | 0 | 0 | 0.0 |
| | 1967 | 639 | 0 | 0 | 0.0 | 32 | 0 | 0 | 0.0 |
| Penn Jct. | 1972 | 521 | 0 | 0 | 0.0 | 24 | 0 | 1 | 4.0 |
| | 1967 | 614 | 0 | 0 | 0.0 | 29 | 0 | 0 | 0.0 |
| Remmington | 1972 | 545 | 1 | 1 | 0.4 | 27 | 0 | 0 | 0.0 |
| | 1967 | 675 | 0 | 0 | 0.0 | 32 | 0 | 0 | 0.0 |
| Rose Acres | 1972 | 714 | 6 | 0 | 0.8 | 30 | 0 | 1 | 3.2 |
| | 1967 | 580 | 1 | 0 | 0.2 | 28 | 0 | 1 | 3.4 |
| St. Ann | 1972 | 491 | 5 | 3 | 1.6 | 22 | 0 | 1 | 4.3 |
| | 1967 | 716 | 1 | 0 | 0.1 | 31 | 0 | 0 | 0.0 |
| Willow Brk. | 1972 | 576 | 3 | 6 | 1.7 | 21 | 0 | 0 | 0.0 |
| | 1967 | 701 | 0 | 0 | 0.0 | 29 | 0 | 0 | 0.0 |
| Holman J.H.S. | 1972 | 1530 | 16 | 5 | 1.4 | 78 | 1 | 0 | 1.2 |

| District<br>County<br>School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Fattonville Hgts. J.H. | 1972 | 1357 | 11 | 18 | 2.1 | 72 | 0 | 0 | 0.0 |
| | 1967 | 1410 | 6 | 0 | 0.4 | 78 | 1 | 0 | 1.2 |
| Fattonville H.S. | 1972 | 2336 | 26 | 58 | 3.5 | 125 | 0 | 1 | 0.8 |
| | 1967 | 2223 | 12 | 1 | 0.6 | 122 | 0 | 1 | 0.8 |
| Northwest R-1<br>(House Springs R-1)<br>Jefferson County | | | | | | | | | |
| High Ridge | 1972 | 880 | 0 | 5 | 0.6 | 36 | 0 | 0 | 0.0 |
| | 1967 | 875 | 0 | 0 | 0.0 | 36 | 0 | 0 | 0.0 |
| House Springs | 1972 | 785 | 0 | 0 | 0.0 | 35 | 0 | 0 | 0.0 |
| | 1967 | 712 | 0 | 0 | 0.0 | 27 | 0 | 0 | 0.0 |
| Maple Grove | 1972 | 532 | 0 | 3 | 0.6 | 23 | 0 | 0 | 0.0 |
| Murphy | 1972 | 945 | 0 | 2 | 0.2 | 34 | 0 | 0 | 0.0 |
| | 1967 | 808 | 0 | 0 | 0.0 | 30 | 0 | 0 | 0.0 |
| Cedar Hill | 1972 | 264 | 0 | 1 | 0.4 | 14 | 0 | 0 | 0.0 |
| | 1967 | 272 | 0 | 0 | 0.0 | 16 | 0 | 0 | 0.0 |
| House Spg. Mid. Sch. | 1972 | 425 | 0 | 0 | 0.0 | 22 | 0 | 0 | 0.0 |
| N. Jefferson J.H.S. | 1972 | 909 | 0 | 2 | 0.2 | 34 | 0 | 0 | 0.0 |
| | 1967 | 877 | 0 | 0 | 0.0 | 47 | 0 | 0 | 0.0 |
| N.W. 9th Grade Ctr. | 1972 | 532 | 0 | 0 | 0.0 | 19 | 0 | 0 | 0.0 |
| | 1967 | 365 | 0 | 0 | 0.0 | 17 | 0 | 0 | 0.0 |
| Northwest H.S. | 1972 | 1326 | 0 | 9 | 0.7 | 52 | 0 | 0 | 0.0 |
| | 1967 | 1377 | 0 | 0 | 0.0 | 47 | 0 | 0 | 0.0 |
| Poplar Bluff R-1<br>Butler County | | | | | | | | | |
| Mark Twain Prim. | 1972 | 168 | 7 | 1 | 5.6 | 10 | 0 | 0 | 0.0 |
| | 1967 | 452 | 0 | 1 | 0.2 | 21 | 0 | 0 | 0.0 |
| Williamson Kennedy | 1972 | 159 | 59 | 0 | 28.2 | 9 | 2 | 0 | 18.1 |
| | 1967 | 262 | 0 | 2 | 0.6 | 14 | 0 | 0 | 0.0 |

| District<br>County<br>School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Bayou Field | 1972 | 395 | 0 | 0 | 0.0 | 17 | 1 | 0 | 5.5 |
| | 1967 | 419 | 0 | 2 | 0.4 | 16 | 1 | 0 | 5.9 |
| J. M. Smith | 1972 | 244 | 71 | 0 | 25.5 | 12 | 2 | 0 | 14.2 |
| | 1967 | 226 | 32 | 0 | 12.4 | 13 | 1 | 0 | 7.1 |
| Kenyon | 1972 | 330 | 2 | 0 | 0.6 | 11 | 0 | 0 | 0.0 |
| | 1967 | 365 | 0 | 0 | 0.0 | 19 | 0 | 0 | 0.0 |
| Lake Fy. | 1972 | 150 | 12 | 0 | 7.4 | 7 | 0 | 0 | 0.0 |
| | 1967 | 78 | 0 | 1 | 0.0 | 3 | 0 | 0 | 0.0 |
| Oak Grove | 1972 | 210 | 0 | 0 | 0.0 | 8 | 0 | 0 | 0.0 |
| | 1967 | 124 | 0 | 0 | 0.0 | 8 | 0 | 0 | 0.0 |
| Oneal | 1972 | 476 | 1 | 9 | 2.5 | 21 | 1 | 0 | 4.5 |
| | 1967 | 343 | 0 | 0 | 0.0 | 17 | 0 | 0 | 0.0 |
| Saw Mugh Twain Sch. | 1972 | 217 | 10 | 2 | 5.0 | 9 | 1 | 0 | 10.0 |
| Wheatley Ele. | 1972 | 91 | 42 | 0 | 46.5 | 6 | 1 | 0 | 14.3 |
| | 196 | | 155 | 0 | 100.0 | 2 | 12 | 0 | 85.7 |
| Poplar Bluff J.H.S. | 1972 | 395 | 42 | 5 | 10.0 | 42 | 5 | 0 | 10.6 |
| | 1967 | 375 | 73 | 3 | 8.8 | 45 | 5 | 0 | 9.5 |
| Poplar Bluff H.S. | 1972 | 1583 | 144 | 13 | 10.1 | 92 | 6 | 1 | 8.5 |
| | 1967 | 1571 | 151 | 3 | 8.9 | 97+ | 5 | 0 | 7.3 |
| Live O.K | 1967 | 88 | 0 | 0 | 0.0 | 4 | 0 | 0 | 0.0 |
| Raytown C-2<br>Jackson County | | | | | | | | | |
| Blue Ridge | 1972 | 758 | 1 | 4 | 0.5 | 42 | 0 | 0 | 0.0 |
| | 1967 | 989 | 0 | 3 | 0.3 | 29 | 0 | 0 | 0.0 |
| Eastwood | 1972 | 587 | 6 | 12 | 3.0 | 29 | 0 | 0 | 0.0 |
| | 1967 | 1002 | 0 | 0 | 0.0 | 33 | 0 | 0 | 0.0 |
| Fleetridge | 1972 | 749 | 2 | 3 | 0.7 | 31 | 0 | 0 | 0.0 |
| Laurel Hills | 1972 | 718 | 4 | 15 | 2.4 | 2[illegible] | 0 | 0 | 0.0 |
| | 1967 | 778 | 0 | 0 | 0.0 | 30 | 0 | 0 | 0.0 |
| Northeast | 1972 | 721 | 0 | 10 | 1.5 | 2[illegible] | 0 | 0 | 0.0 |
| | 1967 | 681 | 0 | 5 | 0.9 | 29 | 0 | 0 | 0.0 |



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| District<br>County<br>School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Alternative School | 1972 | 110 | 40 | 1 | 27.2 | 6 | 3 | 0 | 33.3 |
| Nath. Hawthorn | 1972 | 65 | 273 | 5 | 81.0 | 10 | 5 | 0 | 33.3 |
| | 1967 | 311 | 117 | 6 | 28.3 | 17 | 0 | 0 | 0.0 |
| Springfield R-12 | | | | | | | | | |
| Greene County | | | | | | | | | |
| Bingham | 1972 | 545 | 1 | 0 | 0.2 | 19 | 1 | 0 | 5.0 |
| | 1967 | 646 | 0 | 0 | 0.0 | 20 | 0 | 0 | 0.0 |
| Bissett | 1972 | 325 | 0 | 0 | 0.0 | 13 | 0 | 0 | 0.0 |
| | 1967 | 372 | 0 | 0 | 0.0 | 15 | 0 | 0 | 0.0 |
| Bowerman | 1972 | 356 | 4 | 3 | 1.9 | 14 | 0 | 0 | 0.0 |
| | 1967 | 351 | 3 | 0 | 0.8 | 12 | 0 | 0 | 0.0 |
| Boyd | 1972 | 117 | 81 | 1 | 41.2 | 9 | 0 | 0 | 0.0 |
| | 1967 | 130 | 67 | 0 | 34.0 | 10 | 0 | 0 | 0.0 |
| Campbell | 1972 | 242 | 16 | 4 | 7.6 | 9 | 0 | 1 | 10.0 |
| | 1967 | 257 | 11 | 0 | 4.1 | 14 | 0 | 0 | 0.0 |
| Cheroke | 1972 | 364 | 0 | 0 | 0.0 | 11 | 0 | 0 | 0.0 |
| Cowden | 1972 | 362 | 0 | 0 | 0.0 | 12 | 0 | 0 | 0.0 |
| | 1967 | 276 | 0 | 0 | 0.0 | 10 | 0 | 0 | 0.0 |
| Delaware | 1972 | 342 | 0 | 0 | 0.0 | 17 | 0 | 0 | 0.0 |
| | 1967 | 474 | 0 | 0 | 0.0 | 18 | 0 | 0 | 0.0 |
| Disney | 1972 | 467 | 0 | 3 | 0.6 | 15 | 0 | 0 | 0.0 |
| Doling | 1972 | 265 | 0 | 0 | 0.0 | 9 | 0 | 0 | 0.0 |
| | 1967 | 307 | 0 | 0 | 0.0 | 12 | 0 | 0 | 0.0 |
| Fairbanks | 1972 | 183 | 30 | 0 | 14.1 | 8 | 0 | 1 | 11.1 |
| | 1967 | 279 | 43 | 0 | 13.3 | 11 | 1 | 0 | 8.3 |
| Field | 1972 | 469 | 0 | 3 | 0.6 | 17 | 0 | 0 | 0.0 |
| | 1967 | 483 | 0 | 0 | 0.0 | 17 | 0 | 0 | 0.0 |
| Fremont | 1972 | 286 | 5 | 1 | 2.1 | 10 | 0 | 0 | 0.0 |
| | 1967 | 251 | 0 | 0 | 0.0 | 8 | 0 | 0 | 0.0 |

| District County School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Hickory Hills | 1972 | 392 | 7 | 0 | 1.8 | 15 | 0 | 0 | 0.0 |
| | 1967 | 414 | 0 | 0 | 0.0 | 13 | 0 | 0 | 0.0 |
| Holland | 1972 | 326 | 0 | 0 | 0.0 | 12 | 0 | 0 | 0.0 |
| | 1967 | 424 | 0 | 0 | 0.0 | 14 | 0 | 0 | 0.0 |
| Horrace | 1972 | 666 | 0 | 0 | 0.0 | 21 | 0 | 0 | 0.0 |
| | 1967 | 487 | 0 | 0 | 0.0 | 16 | 0 | 0 | 0.0 |
| Lark Twain | 1972 | 362 | 0 | 0 | 0.0 | 12 | 0 | 0 | 0.0 |
| | 1967 | 332 | 1 | 0 | 0.3 | 12 | 0 | 0 | 0.0 |
| McGregor | 1972 | 298 | 0 | 2 | 0.7 | 10 | 1 | 0 | 9.0 |
| | 1967 | 305 | 0 | 0 | 0.0 | 12 | 1 | 0 | 7.7 |
| Oak Grove | 1972 | 154 | 0 | 1 | 0.6 | 5 | 0 | 0 | 0.0 |
| | 1967 | 211 | 0 | 0 | 0.0 | 7 | 0 | 0 | 0.0 |
| Peppedine | 1972 | 191 | 3 | 1 | 2.1 | 8 | 0 | 0 | 0.0 |
| | 1967 | 246 | 0 | 0 | 0.0 | 10 | 0 | 0 | 0.0 |
| Pershing | 1972 | 290 | 0 | 1 | 0.3 | 9 | 0 | 0 | 0.0 |
| | 1967 | 434 | 0 | 0 | 0.0 | 14 | 0 | 0 | 0.0 |
| Phelps | 1972 | 221 | 1 | 3 | 1.8 | 6 | 0 | 0 | 0.0 |
| | 1967 | 289 | 8 | 0 | 2.6 | 12 | 0 | 0 | 0.0 |
| Pittman | 1972 | 466 | 0 | 8 | 1.7 | 16 | 0 | 0 | 0.0 |
| | 1967 | 411 | 0 | 0 | 0.0 | 14 | 0 | 0 | 0.0 |
| Pleasant | 1972 | 451 | 0 | 0 | 0.0 | 15 | 0 | 0 | 0.0 |
| Portland | 1972 | 293 | 0 | 0 | 0.0 | 9 | 0 | 0 | 0.0 |
| | 1967 | 397 | 0 | 0 | 0.0 | 13 | 0 | 0 | 0.0 |
| Robberson | 1972 | 403 | 16 | 0 | 3.8 | 17 | 1 | 0 | 5.5 |
| | 1967 | 452 | 31 | 0 | 6.4 | 19 | 0 | 0 | 0.0 |
| Rountree | 1972 | 310 | 4 | 2 | 1.9 | 13 | 1 | 0 | 7.1 |
| | 1967 | 337 | 0 | 0 | 0.0 | 13 | 0 | 0 | 0.0 |
| Seguiota | 1972 | 241 | 0 | 1 | 0.4 | 9 | 0 | 0 | 0.0 |
| | 1967 | 238 | 0 | 0 | 0.0 | 8 | 0 | 0 | 0.0 |
| Shady Dell | 1972 | 217 | 1 | 0 | 0.5 | 7 | 0 | 0 | 0.0 |
| | 1967 | 226 | 0 | 0 | 0.0 | 8 | 0 | 0 | 0.0 |



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| District County School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Sherwood | 1972 | 319 | 0 | 0 | 0.0 | 13 | 0 | 0 | 0.0 |
| | 1967 | 321 | 0 | 0 | 0.0 | 11 | 0 | 0 | 0.0 |
| Study | 1972 | 416 | 0 | 0 | 0.0 | 17 | 0 | 0 | 0.0 |
| | 1967 | 513 | 0 | 0 | 0.0 | 18 | 1 | 0 | 5.2 |
| Sunshine | 1972 | 102 | 1 | 15 | 13.6 | 8 | 0 | 1 | 11.1 |
| | 1967 | 292 | 0 | 0 | 0.0 | 11 | 0 | 0 | 0.0 |
| Tefft | 1972 | 125 | 36 | 2 | 23.3 | 8 | 0 | 0 | 0.0 |
| | 1967 | 202 | 55 | 0 | 21.3 | 10 | 0 | 0 | 0.0 |
| Watkins | 1972 | 213 | 0 | 6 | 2.7 | 9 | 0 | 1 | 10.0 |
| | 1967 | 294 | 0 | 0 | 0.0 | 12 | 0 | 0 | 0.0 |
| Weaver | 1972 | 244 | 6 | 0 | 2.4 | 9 | 0 | 0 | 0.0 |
| | 1967 | 252 | 0 | 0 | 0.0 | 11 | 0 | 0 | 0.0 |
| Weller | 1972 | 99 | 54 | 1 | 35.7 | 7 | 0 | 0 | 0.0 |
| | 1967 | 143 | 9 | 0 | 5.9 | 7 | 0 | 0 | 0.0 |
| Westport | 1972 | 436 | 0 | 0 | 0.0 | 17 | 0 | 0 | 0.0 |
| | 1967 | 392 | 0 | 0 | 0.0 | 15 | 0 | 0 | 0.0 |
| Wild | 1972 | 472 | 0 | 4 | 0.8 | 16 | 0 | 0 | 0.0 |
| | 1967 | 428 | 0 | 0 | 0.0 | 15 | 0 | 0 | 0.0 |
| Williams | 1972 | 449 | 2 | 0 | 0.4 | 18 | 0 | 0 | 0.0 |
| | 1967 | 304 | 0 | 0 | 0.0 | 11 | 0 | 0 | 0.0 |
| York | 1972 | 447 | 0 | 1 | 0.2 | 17 | 0 | 0 | 0.0 |
| | 1967 | 492 | 1 | 0 | 0.5 | 17 | 0 | 0 | 0.0 |
| Berry | 1972 | 63 | 68 | 0 | 51.9 | 6 | 0 | 0 | 0.0 |
| | 1967 | 92 | 70 | 0 | 43.1 | 7 | 0 | 0 | 0.0 |
| Fairview | 1972 | 115 | 0 | 0 | 0.0 | 5 | 0 | 0 | 0.0 |
| | 1967 | 109 | 0 | 0 | 0.0 | 4 | 0 | 1 | 20.0 |
| Ritter | 1972 | 69 | 0 | 0 | 0.0 | 3 | 0 | 0 | 0.0 |
| | 1967 | 95 | 0 | 0 | 0.0 | 3 | 0 | 0 | 0.0 |
| Cherokee J.H.S. | 1972 | 783 | 1 | 3 | 0.5 | 36 | 0 | 0 | 0.0 |
| Hickory Hills J.H. | 1972 | 484 | 0 | 0 | 0.0 | 27 | 0 | 0 | 0.0 |
| | 1967 | 435 | 0 | 0 | 0.0 | 22 | 0 | 0 | 0.0 |
| Jarrett J.H.S. | 1972 | 529 | 5 | 1 | 1.1 | 28 | 0 | 0 | 0.0 |
| | 1967 | 651 | 4 | 0 | 0.6 | 32 | 1 | 0 | 3.0 |

| District<br>County<br>School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Pershing J.H.S. | 1972 | 728 | 0 | 10 | 1.4 | 33 | 2 | 1 | 2.9 |
| | 1967 | 717 | 0 | 0 | 0.0 | 35 | 1 | 0 | 2.8 |
| Pipkin J.H.S. | 1972 | 420 | 72 | 10 | 16.3 | 29 | 0 | 0 | 0.0 |
| | 1967 | 461 | 84 | 0 | 15.4 | 30 | 1 | 0 | 3.2 |
| Pleasant Vw. J.H. | 1972 | 133 | 0 | 0 | 0.0 | 8 | 0 | 0 | 0.0 |
| Root J.H.S. | 1972 | 638 | 8 | 5 | 0.0 | 32 | 0 | 0 | 0.0 |
| | 1967 | 631 | 8 | 0 | 1.2 | 32 | 1 | 0 | 1.2 |
| Study J.H.S. | 1972 | 307 | 0 | 2 | 0.6 | 17 | 1 | 0 | 5.5 |
| | 1967 | 348 | 0 | 0 | 0.0 | 18 | 1 | 0 | 5.2 |
| Central H.S. | 1972 | 1[illegible] | 129 | 7 | 8.8 | 76 | 1 | 0 | 1.3 |
| | 1967 | 1444 | 116 | 0 | 7.4 | 67 | 1 | 0 | 1.1 |
| Glendale H.S. | 1972 | 1616 | 0 | 5 | 0.3 | 67 | 1 | 0 | 1.4 |
| | 1967 | 1969 | 0 | 0 | 0.0 | 85 | 1 | 0 | 1.1 |
| Gruff Vo. Tech. | 1972 | 798 | 22 | 2 | 2.9 | 25 | 0 | 0 | 0.0 |
| | 1967 | 521 | 6 | 0 | 1.1 | 20 | 0 | 0 | 0.0 |
| Hillcrest H.S. | 1972 | 1444 | 9 | 1 | 0.8 | 73 | 1 | 0 | 1.3 |
| | 1967 | 1322 | 17 | 0 | 1.2 | 67 | 1 | 0 | 1.4 |
| Kickapoo H.S. | 1972 | 1209 | 6 | 5 | 0.4 | 69 | 0 | 1 | 2.0 |
| Parkview H.S. | 1972 | 1663 | 10 | 5 | 0.9 | 79 | 0 | 0 | 0.0 |
| | 1967 | 1938 | 7 | 0 | 0.3 | 87 | 1 | 1 | 1.1 |
| Kickapoo Ele. N. | 1967 | 141 | 0 | 0 | 0.0 | 6 | 0 | 0 | 0.0 |
| Kickapoo Ele. S. | 1967 | 361 | 0 | 0 | 0.0 | 13 | 0 | 0 | 0.0 |
| Kickapoo J.H.S. | 1967 | 494 | 0 | 0 | 0.0 | 25 | 0 | 0 | 0.0 |
| Kiwanis Ele. & H.S. | 1967 | 37 | 1 | 0 | 3.5 | 2 | 0 | 0 | 0.0 |
| St. Louis City S.D. | | | | | | | | | |
| Independent City | | | | | | | | | |
| Ashland Br. | 1972 | 0 | 218 | 0 | 100.0 | 1 | 4 | 0 | 17.1 |
| | 1967 | 12 | 1550 | 3 | 99.6 | 36 | 17 | 0 | 68.5 |
| Mann Br. | 1972 | 50 | 0 | 0 | 0.0 | 2 | 3 | 0 | 8.0 |



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| District County School Name | Year | W. Staff | B. Staff | Year | % Wh. | W. Staff | B. Staff | Other | % Wh. |
|---|---|---|---|---|---|---|---|---|---|
| Cole Sr. Elm. | 1972 | 0 | 205 | 1 | 100.0 | 0 | 4 | 0 | 100.0 |
| | 1967 | 0 | 267 | 0 | 100.0 | 0 | 4 | 0 | 100.0 |
| Dorsey Sr. | 1972 | 2 | 126 | 2 | 98.5 | 2 | 2 | 0 | 50.0 |
| | 1967 | 234 | 95 | 2 | 31.2 | 4 | 2 | 0 | 14.1 |
| Emerson Sr. | 1972 | 1 | 177 | 0 | 99.4 | 3 | 4 | 0 | 46.7 |
| | 1967 | 0 | 316 | 0 | 100.0 | 0 | 10 | 0 | 100.0 |
| Fisk Sr. | 1972 | 0 | 144 | 0 | 100.0 | 1 | 3 | 0 | 66.7 |
| | 1967 | 0 | 306 | 0 | 100.0 | 1 | 3 | 0 | 75.0 |
| Kinmore Sr. | 1972 | 0 | 252 | 0 | 100.0 | 0 | 4 | 0 | 100.0 |
| | 1967 | 0 | 267 | 0 | 100.0 | 0 | 5 | 0 | 100.0 |
| Sherman Sr. 2 | 1972 | 114 | 7 | 4 | 7.4 | 5 | 3 | 0 | 0.0 |
| | 1967 | 12. | 0 | 0 | 0.0 | 4 | 0 | 0 | 0.0 |
| Williams Sr. 1 | 1972 | 41 | 225 | 0 | 100.0 | 3 | 5 | 0 | 100.0 |
| | 1967 | 0 | 257 | 0 | 100.0 | 0 | 5 | 0 | 100.0 |
| Clinton Sr. | 1972 | 1 | 267 | 0 | 95.1 | 5 | 6 | 0 | 45.0 |
| | 1967 | 153 | 297 | 5 | 66.4 | 1 | 3 | 0 | 20.0 |
| Dunbar | 1972 | 0 | 214 | 0 | 99.5 | 1 | 4 | 0 | 86.9 |
| | 1967 | 0 | 1251 | 0 | 100.0 | 1 | 42 | 0 | 97.7 |
| Langston Sr. | 1972 | 9 | 107 | 0 | 100.0 | 0 | 5 | 0 | 100.0 |
| | 1967 | 0 | 149 | 0 | 100.0 | 0 | 5 | 0 | 100.0 |
| Sherman Sr. 1 | 1972 | 9 | 12 | 0 | 8.5 | 4 | 0 | 0 | 0.0 |
| Clark Sr. 1 | 1972 | 0 | 208 | 0 | 99.0 | 4 | 5 | 0 | 55.5 |
| | 1967 | 14 | 316 | 2 | 95.9 | 5 | 5 | 0 | 100.0 |
| Hamilton Sr. 1 | 1972 | 2 | 203 | 0 | 100.0 | 1 | 6 | 0 | 66.7 |
| | 1967 | 6 | 283 | 0 | 100.0 | 2 | 3 | 0 | 77.7 |
| Howard Sr. | 1972 | 0 | 141 | 0 | 99.6 | 5 | 6 | 0 | 66.7 |
| | 1967 | 3 | 241 | 1 | 99.2 | 4 | 6 | 0 | 60.0 |
| Marshall Sr. 1 | 1972 | 1 | 187 | 0 | 107.5 | 1 | 5 | 0 | 83.3 |
| | 1967 | 0 | 275 | 0 | 100.0 | 0 | 4 | 0 | 100.0 |
| Mitchell Sr. 1 | 1972 | 94 | 352 | 0 | 99.7 | 4 | 5 | 1 | 66.7 |
| | 1967 | 5 | 272 | 0 | 100.0 | 1 | 2 | 0 | 22.2 |

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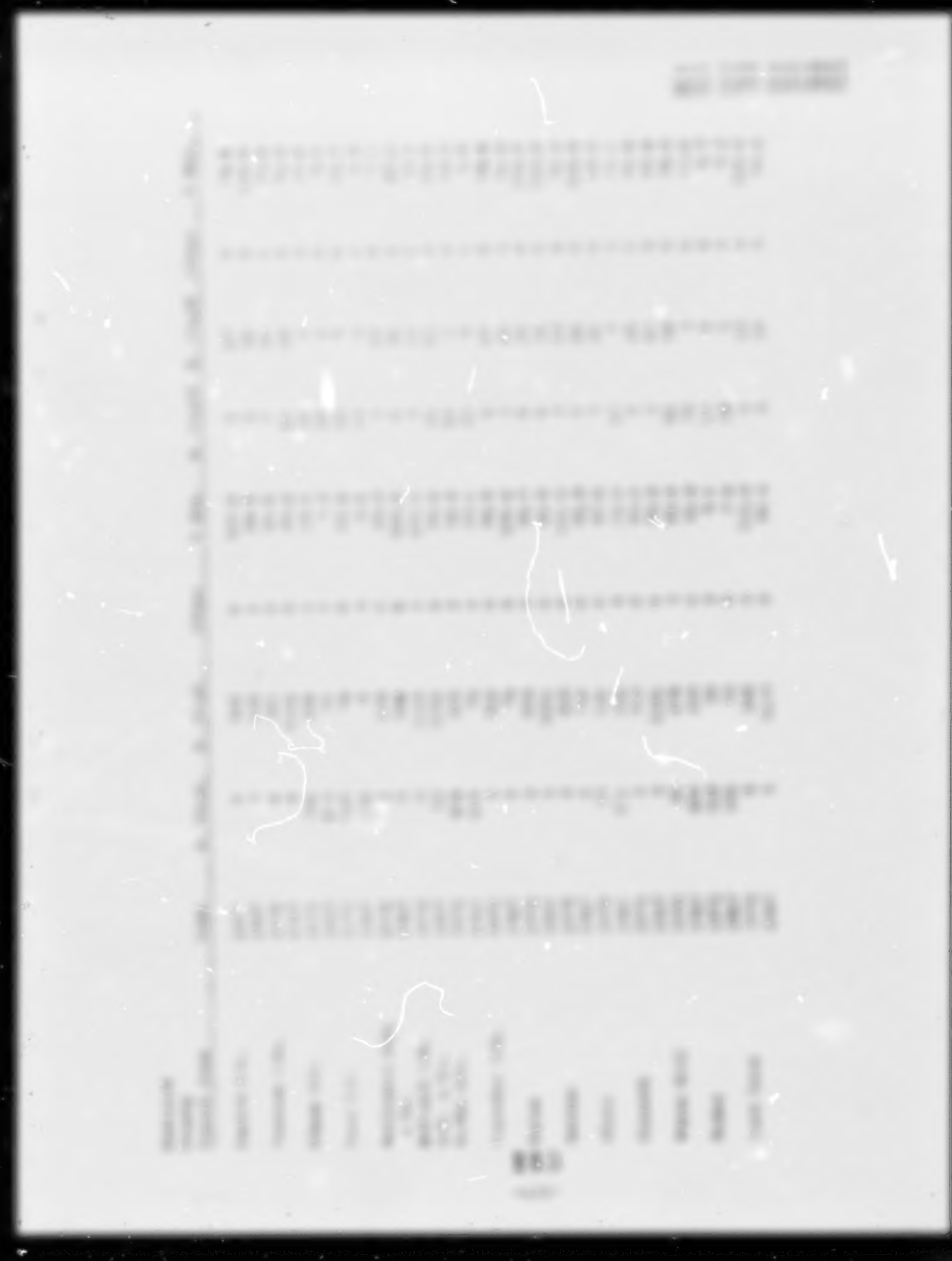

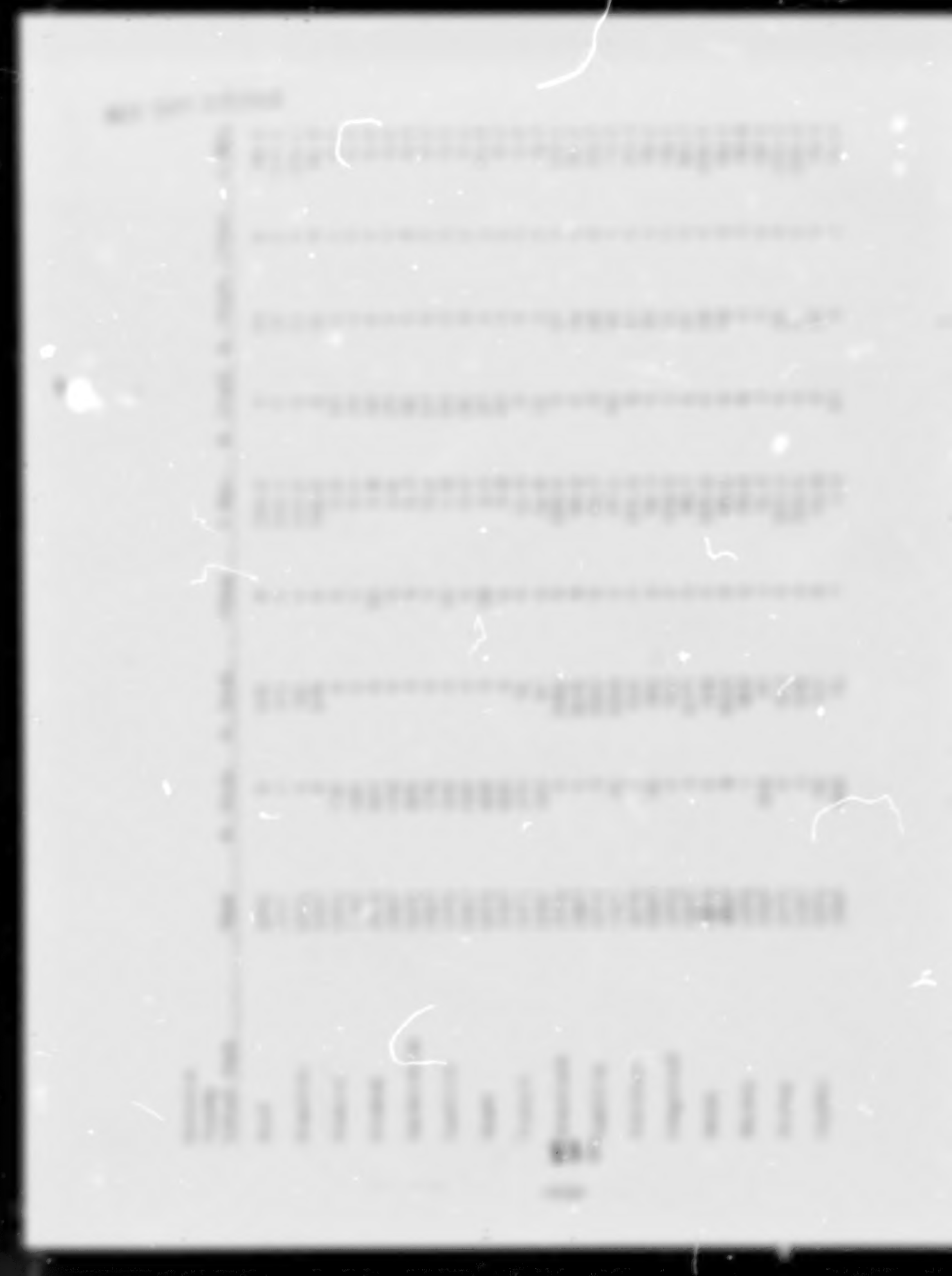

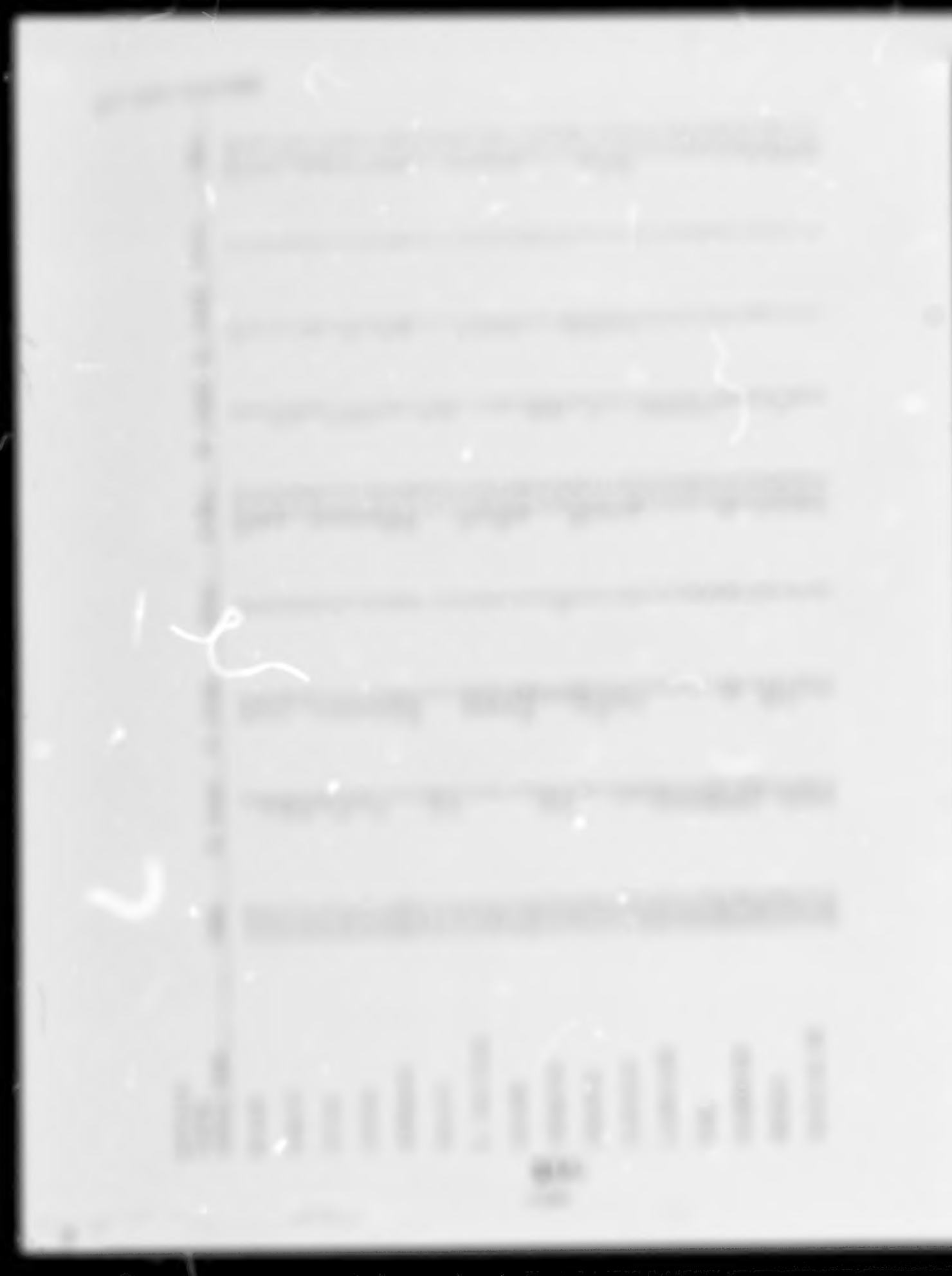

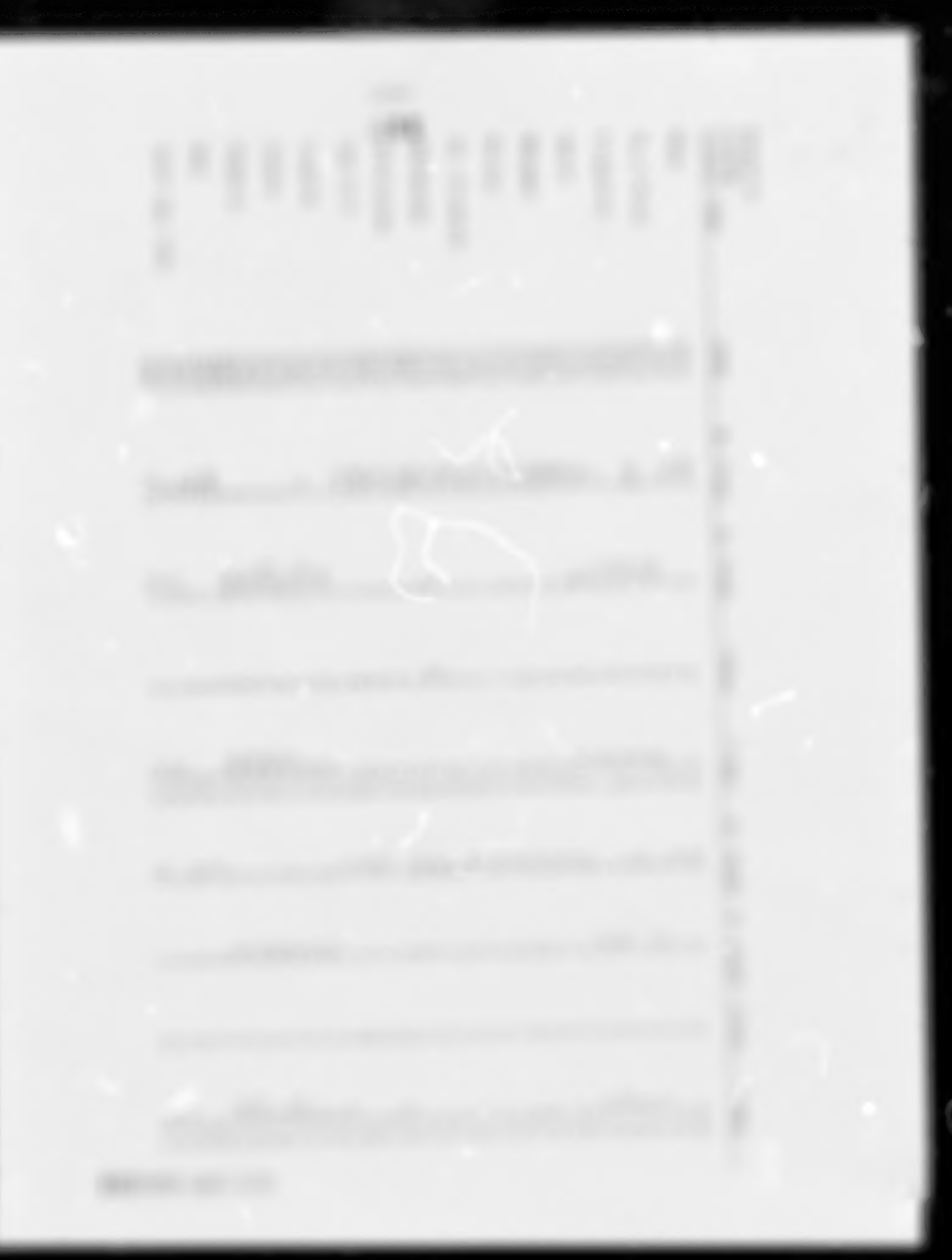

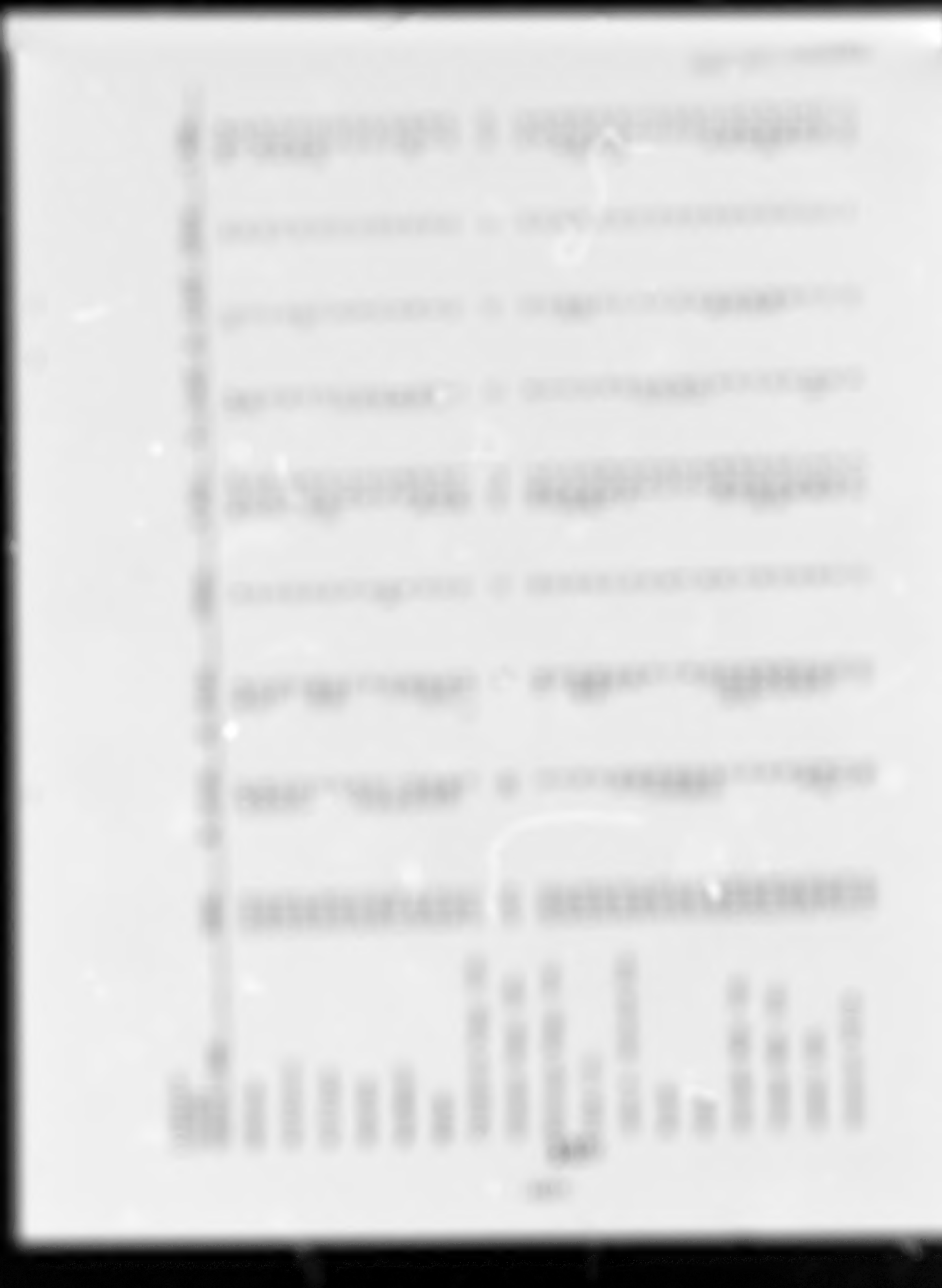

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| District County School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Michael | 1972 | 45 | 73 | 0 | 61.9 | 6 | 6 | 0 | 50.0 |
| Continued Ed. | 1972 | 3 | 252 | 1 | 98.8 | 6 | 3 | 0 | 33.3 |
| Beaumont H.S. | 1972 | 0 | 3684 | 0 | 100.0 | 44 | 78 | 2 | 64.5 |
| | 1967 | 87 | 2557 | 1 | 96.7 | 59 | 59 | 0 | 00.0 |
| Central H.S. | 1972 | 416 | 1147 | 6 | 73.5 | 32 | 20 | 0 | 38.4 |
| | 1967 | 965 | 483 | 18 | 34.1 | 56 | 13 | 0 | 18.8 |
| Cleveland H.S. | 1972 | 2801 | 14 | 14 | 1.0 | 101 | 1 | 0 | 0.9 |
| | 1967 | 2362 | 40 | 18 | 2.3 | 99 | 4 | 0 | 3.8 |
| Lincoln H.S. | 1972 | 2 | 139 | 1 | 98.6 | 7 | 13 | 0 | 35.0 |
| | 1967 | 12 | 276 | 0 | 95.8 | 8 | 22 | 0 | 73.3 |
| McKinley H.S. | 1972 | 539 | 924 | 5 | 63.3 | 43 | 14 | 0 | 24.5 |
| | 1967 | 739 | 461 | 15 | 39.1 | 56 | 9 | 0 | 13.8 |
| Northwest H.S. | 1972 | 218 | 2070 | 1 | 90.5 | 48 | 33 | 0 | 40.7 |
| | 1967 | 1058 | 549 | 7 | 34.4 | 53 | 19 | 1 | 27.4 |
| O'Fallon Tech | 1972 | 483 | 1553 | 3 | 76.3 | 101 | 23 | 1 | 19.2 |
| | 1967 | 0 | 326 | 0 | 100.0 | 2 | 10 | 0 | 83.3 |
| Roosevelt H.S. | 1972 | 2684 | 214 | 64 | 9.4 | 101 | 4 | 0 | 3.8 |
| | 1967 | 2540 | 54 | 22 | 2.6 | 122 | 3 | 0 | 2.4 |
| Soldan H.S. | 1972 | 0 | 4016 | 0 | 100.0 | 69 | 64 | 0 | 51.8 |
| | 1967 | 1 | 2471 | 1 | 99.9 | 42 | 77 | 1 | 65.0 |
| Southwest H.S. | 1972 | 2468 | 220 | 26 | 9.1 | 98 | 3 | 0 | 2.9 |
| | 1967 | 2412 | 33 | 20 | 2.1 | 102 | 5 | 0 | 4.6 |
| Sumner H.S. | 1972 | 0 | 2644 | 0 | 100.0 | 26 | 78 | 0 | 75.0 |
| | 1967 | 0 | 1990 | 0 | 100.0 | 9 | 86 | 0 | 90.5 |
| Vashon H.S. | 1972 | 2 | 2634 | 0 | 99.9 | 23 | 83 | 0 | 78.3 |
| | 1967 | 1 | 1760 | 0 | 99.9 | 12 | 98 | 0 | 89.1 |
| Metro H.S. | 1972 | 56 | 56 | 0 | 50.0 | 3 | 4 | 0 | 57.1 |
| S. Grand W. Study | 1972 | 3 | 210 | 0 | 98.6 | 6 | 11 | 0 | 35.2 |
| Delmar | 1972 | 1 | 359 | 0 | 99.7 | 3 | 8 | 0 | 72.8 |

| District County School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| King | 1972 | 11 | 904 | 1 | 98.8 | 4 | 24 | 2 | 86.6 |
| Special Hogden Br. Sch. | 1972 | 6 | 65 | 0 | 91.5 | 0 | 6 | 0 | 100.0 |
| Special School #48 | 1972 | 0 | 99 | 0 | 100.0 | 2 | 5 | 0 | 71.4 |
| St. Louis Spec. Sch. #1 | 1972 | 75 | 7 | 0 | 8.5 | 5 | 0 | 0 | 0.0 |
| | 1967 | 89 | 8 | 2 | 10.2 | 5 | 1 | 0 | 16.6 |
| Webster Groves S.D. St. Louis County | | | | | | | | | |
| Bristol Primary | 1972 | 233 | 29 | 1 | 11.4 | 10 | 0 | 0 | 0.0 |
| | 1967 | 799 | 25 | 0 | 3.0 | 31 | 1 | 0 | 3.1 |
| Avery | 1972 | 405 | 41 | 7 | 10.6 | 18 | 1 | 0 | 5.2 |
| | 1967 | 539 | 28 | 0 | 4.9 | 25 | 1 | 0 | 3.9 |
| Clark | 1972 | 281 | 0 | 0 | 0.0 | 12 | 0 | 0 | 0.0 |
| | 1967 | 345 | 0 | 0 | 0.0 | 16 | 0 | 0 | 0.0 |
| Douglass | 1972 | 86 | 245 | 0 | 74.0 | 7 | 7 | 0 | 50.0 |
| | 1967 | 125 | 250 | 0 | 66.7 | 9 | 8 | 0 | 47.0 |
| Edgar Rd. | 1972 | 204 | 0 | 2 | 1.0 | 8 | 1 | 0 | 11.1 |
| | 1967 | 318 | 0 | 0 | 0.0 | 15 | 0 | 0 | 0.0 |
| Goodall | 1972 | 317 | 3 | 1 | 1.2 | 14 | 0 | 0 | 0.0 |
| | 1967 | 357 | 1 | 0 | 0.2 | 14 | 1 | 0 | 6.6 |
| Hudson | 1972 | 208 | 41 | 1 | 16.8 | 9 | 0 | 0 | 0.0 |
| | 1967 | 313 | 7 | 0 | 2.1 | 14 | 2 | 0 | 14.2 |
| Lockwood | 1972 | 375 | 0 | 4 | 1.1 | 14 | 1 | 0 | 6.6 |
| | 1967 | 444 | 1 | 0 | 2.2 | 16 | 1 | 0 | 5.9 |
| Schall | 1972 | 110 | 213 | 3 | 66.3 | 8 | 5 | 0 | 39.3 |
| | 1967 | 235 | 193 | 0 | 45.0 | 17 | 1 | 0 | 5.5 |
| Warson | 1972 | 129 | 0 | 2 | 1.5 | 5 | 1 | 0 | 16.6 |
| | 1967 | 236 | 0 | 0 | 0.0 | 10 | 0 | 0 | 0.0 |



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| District County School Name | YEAR | W. Stud. | B. Stud. | Other | % Min. | W. Staff | B. Staff | Other | % Min. |
|---|---|---|---|---|---|---|---|---|---|
| Washington | 1972 | 160 | 0 | 2 | 1.2 | 6 | 0 | 0 | 0.0 |
| | 1967 | 199 | 0 | 0 | 0.0 | 8 | 2 | 0 | 25.0 |
| Bristol | 1972 | 377 | 47 | 4 | 11.9 | 15 | 2 | 0 | 11.7 |
| Hixson J.H.S. | 1972 | 716 | 1 | 9 | 1.4 | 38 | 2 | 0 | 5.0 |
| | 1967 | 791 | 1 | 0 | 0.1 | 46 | 0 | 0 | 0.0 |
| Plymouth J.H. | 1972 | 483 | 63 | 5 | 12.3 | 24 | 4 | 1 | 17.1 |
| | 1967 | 532 | 62 | 0 | 10.4 | 31 | 2 | 0 | 6.0 |
| Steger J.H.S. | 1972 | 317 | 232 | 5 | 42.8 | 21 | 6 | 0 | 22.2 |
| | 1967 | 472 | 141 | 0 | 23.0 | 31 | 3 | 0 | 8.8 |
| Webster Groves H.S. | 1972 | 1605 | 239 | 11 | 13.5 | 85 | 5 | 2 | 7.5 |
| | 1967 | 1777 | 147 | 0 | 8.1 | 106 | ? | 2 | 3.6 |

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APPENDIX B

Percentage of Black Students and Faculty Members in Missouri School Districts For 1972

| DISTRICT NAME | % Black Students | % Black Faculty |
|---|---|---|
| Afton | 0.0 | 0.0 |
| Ash Grove | 0.0 | 0.0 |
| Aurora | 0.0 | 0.0 |
| Ava | 0.0 | 0.0 |
| Bayless | 0.0 | 0.0 |
| Belton | 2.5 | 1.0 |
| Berkley | 25.7 | 7.5 |
| Billings | 0.0 | 0.0 |
| Bismarck | 0.0 | 0.0 |
| Bloomfield | 0.0 | 0.0 |
| Blue Springs | 0.1 | 0.0 |
| Bolivar | 0.0 | 0.0 |
| Boonville R-I | 12.1 | 0.0 |
| Bowling Green R-I | 6.6 | 1.6 |
| Brentwood | 10.1 | 2.3 |
| Brookfield R-3 | 2.2 | 0.0 |
| Bucklin R-2 | 0.0 | 0.0 |
| Cabool R-4 | 0.0 | 0.0 |
| California R-I | 2.1 | 0.0 |
| Camdenton R-3 | 0.0 | 0.0 |
| Cameron R-I | 0.5 | 0.0 |
| Cape Girardeau #63 | 10.1 | 1.2 |
| Carl Junction R-I | 0.0 | 0.0 |
| Carrollton R-7 | 3.9 | 0.0 |
| Carthage R-9 | 1.7 | 0.0 |
| Caruthersville S. D. 18 | 33.4 | 7.2 |
| Center S. D. #58 | 1.4 | 0.0 |
| Centralia R-VI | 1.7 | 0.0 |
| Chaffee R-2 | 0.0 | 0.0 |
| Charleston R-I | 43.1 | 23.3 |
| Chillicothe R-2 | 1.0 | 0.0 |
| Clearwater R-I | 0.0 | 0.0 |
| Clinton #124 | 2.9 | 0.0 |
| Columbia | 11.2 | 3.8 |
| Crawford County R-II | 0.0 | 0.0 |
| Crocker R-2 | 0.5 | 0.0 |
| Dallas County R-I | 0.2 | 0.0 |
| De Soto # 73 | 1.7 | 0.0 |
| Dekalb R-4 | 0.0 | 0.0 |
| Dexter R-II | 0.2 | 0.0 |
| South Pemiscot R-V | 26.9 | 7.5 |
| Dixon R-I | 0.0 | 0.0 |
| Doniphan R-I | 0.0 | 0.0 |

| DISTRICT NAME | % Black Students | % Black Faculty |
|---|---|---|
| [illegible] | 0.0 | 0.0 |
| Bunkie R-5 | 1.4 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.2 | 0.0 |
| [illegible] | 1.5 | 0.0 |
| [illegible] | 1.9 | 0.0 |
| [illegible] | 20.0 | 2.4 |
| [illegible] | 2.2 | 1.4 |
| [illegible] | 6.0 | 3.6 |
| [illegible] | 0.4 | 0.0 |
| [illegible] | 0.1 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.2 | 1.9 |
| [illegible] | 14.3 | 3.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 1.6 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.1 | 0.0 |
| [illegible] | 7.0 | 2.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 3.2 | 0.0 |
| [illegible] | 62.6 | 21.4 |
| [illegible] | 2.3 | 1.2 |
| [illegible] | 0.6 | 0.0 |
| [illegible] | 1.3 | 0.0 |
| [illegible] | 0.6 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 1.2 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.4 |
| [illegible] | 3.1 | 3.1 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 3.6 | 0.6 |
| [illegible] | 1.2 | 1.4 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 54.4 | 40.9 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 7.7 | 0.6 |
| [illegible] | 12.8 | 0.0 |
| [illegible] | 100.0 | 88.7 |

| DISTRICT NAME | % Black Students | % Black Faculty |
|---|---|---|
| Kirkwood R-7 | 11.7 | 4.8 |
| Knox County R-I | 0.1 | 0.0 |
| Knob Center R-VII | 0.1 | 2.0 |
| Laclede County C-5 | 0.0 | 0.0 |
| Ladoe | 1.3 | 0.6 |
| La Fayette | 4.2 | 3.3 |
| Lamar R-I | 0.0 | 0.0 |
| Lathrop R-II | 1.8 | 0.0 |
| Lafayette R-I | 1.3 | 0.0 |
| Lees Summit R-7 | 0.1 | 0.0 |
| Lewis Co. C-I | 5.7 | 1.3 |
| Lexington R-5 | 9.0 | 2.4 |
| Liberty 53 | 2.0 | 1.3 |
| Linn R-II | 0.0 | 0.0 |
| Lindberg R-8 | 0.3 | 0.4 |
| Logan - Rogersville R-8 | 0.0 | 0.0 |
| Lonedell | 0.0 | 0.0 |
| Louisiana R-II | 7.5 | 0.0 |
| Macon R-I | 5.9 | 3.0 |
| Malden R-I | 14.9 | 2.2 |
| Mansfield R-4 | 0.0 | 0.0 |
| Maplewood | 16.9 | 10.3 |
| Marceline R-V | 1.2 | 0.0 |
| Marshal | 5.8 | 1.7 |
| Maryville R-II | 0.0 | 0.0 |
| Maysville R-I | 0.0 | 0.0 |
| McDonald Co. R-I | 0.0 | 0.0 |
| Meadow Heights R-II | 0.0 | 0.0 |
| Methelle R-V | 0.0 | 0.0 |
| Mexico 58 | 10.7 | 3.8 |
| Miramac Valley R-3 | 1.8 | 0.0 |
| Miami R-I | 0.0 | 0.0 |
| Miller R-2 | 0.0 | 0.0 |
| Moberly | 7.8 | 0.7 |
| Monett R-1 | 0.0 | 0.0 |
| Montgomery County R-II | 5.1 | 0.0 |
| Mountain Grove R-3 | 0.0 | 0.0 |
| Mountain View | 0.0 | 0.0 |
| Neosho | 0.8 | 0.0 |
| New Madrid County R-I | 35.7 | 11.0 |
| Nodaway Holt R-7 | 0.0 | 0.0 |
| North County R-1 | 0.2 | 0.0 |
| Normandy | 45.9 | 13.1 |
| North Andrew R-VI | 0.0 | 0.0 |
| North Kansas City S. D. | 0.1 | 0.1 |
| Northeast R-4 | 0.0 | 0.0 |
| Northwest R-I | 0.0 | 0.0 |
| Northwestern R-I | 4.4 | 0.0 |
| Novinger R-I | 0.2 | 0.0 |
| North Pemiscot R-I | 28.0 | 5.4 |

| District Name | % Black Incumbents | % Black Voters |
|---|---|---|
| [illegible] | 8.3 | 9.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 1.4 | 0.0 |
| [illegible] | 1.1 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 28.0 | 7.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 10.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0.0 | 0.0 |
| [illegible] | 0

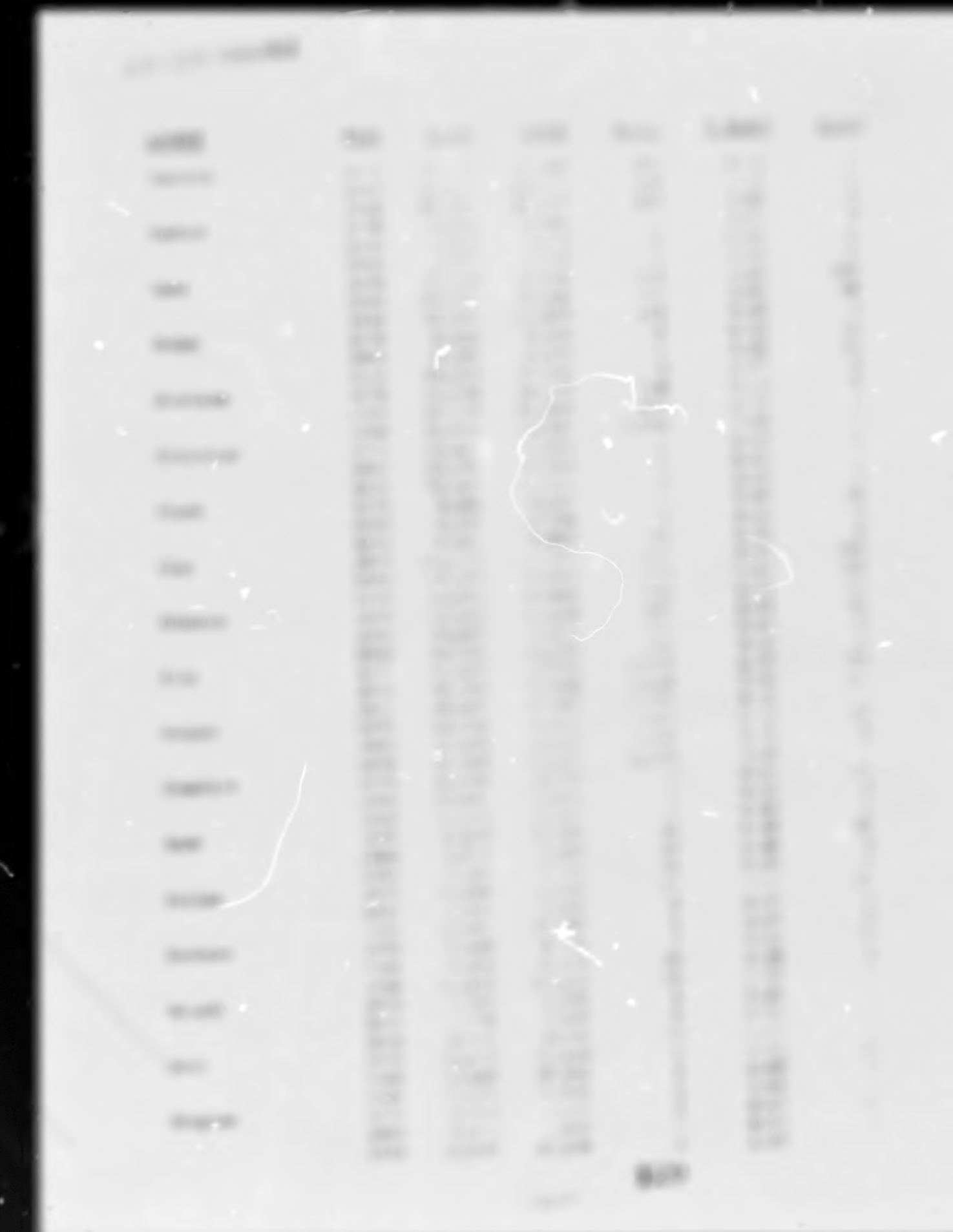
[illegible]

| [illegible] | [illegible] | [illegible] |
|---|---|---|
| [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | [illegible] |

[illegible]

[illegible] Statistics Regarding [illegible] Year [illegible]

| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
|---|---|---|---|---|---|
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |



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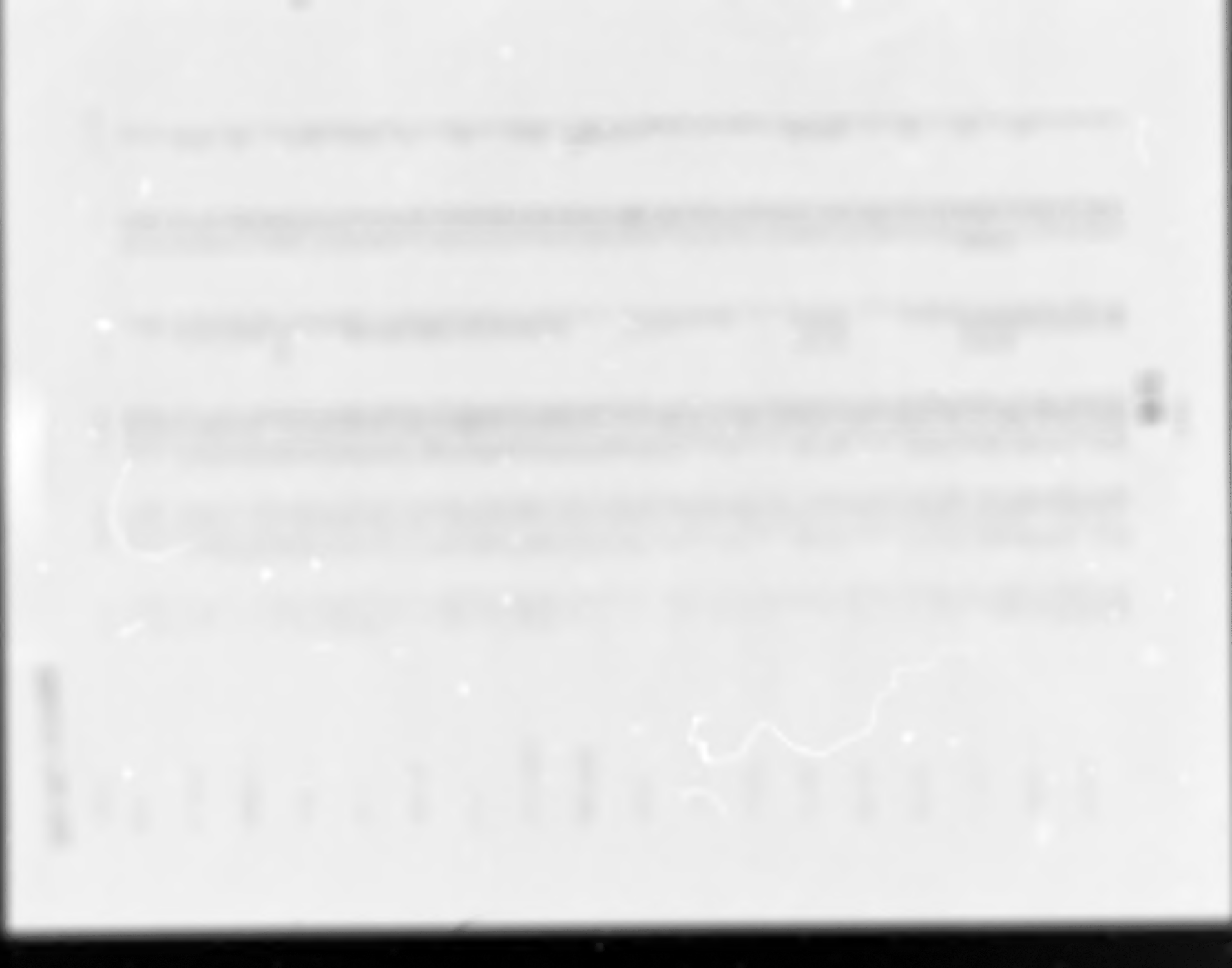

| 구분 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |

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| COUNTY | YEAR | TOTAL | WHITE | BLACK | % BLACK | OTHER |
|---|---|---|---|---|---|---|
| Sullivan | 1970 | 7,572 | 7,567 | 2 | 0.0% | 3 |
| | 1960 | 8,783 | 8,795 | 2 | 0.0% | 6 |
| | 1950 | 11,299 | 11,290 | 8 | 0.0% | 1 |
| Taney | 1970 | 13,023 | 12,960 | 23 | 0.2% | 40 |
| | 1960 | 10,238 | 10,236 | 0 | 0.0% | 2 |
| | 1950 | 9,863 | 9,855 | 5 | 0.0% | 3 |
| Texas | 1970 | 18,320 | 18,283 | 5 | 0.0% | 32 |
| | 1960 | 17,758 | 17,945 | 5 | 0.0% | 8 |
| | 1950 | 18,992 | 18,982 | 0 | 0.0% | 10 |
| Vernon | 1970 | 19,065 | 18,970 | 24 | 0.1% | 71 |
| | 1960 | 20,540 | 20,513 | 15 | 0.07% | 12 |
| | 1950 | 22,685 | 22,651 | 27 | 0.1% | 7 |
| Warren | 1970 | 9,699 | 9,266 | 427 | 4.4% | 6 |
| | 1960 | 8,750 | 8,393 | 356 | 4.1% | 1 |
| | 1950 | 7,666 | 7,399 | 259 | 3.4% | 8 |
| Washington | 1970 | 15,086 | 14,951 | 113 | 0.7% | 22 |
| | 1960 | 14,346 | 14,204 | 135 | 0.9% | 7 |
| | 1950 | 14,689 | 14,539 | 142 | 0.96% | 8 |
| Wayne | 1970 | 8,546 | 8,527 | 8 | 0.1% | 11 |
| | 1960 | 8,638 | 8,623 | 4 | 0.0% | 11 |
| | 1950 | 10,514 | 10,508 | 5 | 0.0% | 1 |
| Webster | 1970 | 15,562 | 15,442 | 2 | 0.0% | 18 |
| | 1960 | 13,753 | 13,735 | 17 | 0.1% | 1 |
| | 1950 | 15,072 | 15,063 | 8 | 0.0% | 1 |
| Worth | 1970 | 3,359 | 3,357 | 0 | 0.0% | 2 |
| | 1960 | 3,936 | 3,936 | 0 | 0.0% | 0 |
| | 1950 | 5,120 | 5,118 | 2 | 0.0% | 0 |
| Wright | 1970 | 13,667 | 13,542 | 98 | 0.7% | 27 |
| | 1960 | 14,183 | 14,081 | 92 | 0.6% | 10 |
| | 1950 | 15,834 | 15,746 | 94 | 0.6% | 1 |